CANTICA LAUDIS,

OR THE

MERICAN BOOK OF CHURCH MUSIC.

BY LOWELL MASON AND GEORGE JAMES WEBB.

NEW YORK:

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UNUSUAL AND IMPORTANT TESTIMONY

The Publishers would respectfully call attention to the following important testimonials. They are from gentlemen who stand high in the musical community, and who, while they are the best judges of a work of this kind, would certainly not express themselves in such terms of any but a work of estraordinary ment. These are but a few of very many From G over F R or and Or anist and Contrator of M sie in M recrestreet Church, Prof of Music works a great many in eare take twhich were never before public ed will be a kipling for the

I have e retailly examined the new Church. Min is Book by Messrs, Mason and Wang, entitled "(ANTICAL SOLIS, "and I do not be jute to say the footh for beautiful and the tent melodie of the rich." and truly seism the harmonies, it is far superior to any simil r work with which I am nequested. It contains a great variety of tune and pieces which in y truly be said to be new; new 11 m by trul true and kill is not done here there would none but get mutic legal to the new in haveneous, it seems to fill up a gap of a quarter of a century, and to bring up the stillest of church times to the present a lyanced state of musical science, and to make the great modern on posers (as well as the ancient) contributors to this department of sacre I song. It is a work that cannot fall to be interesting to choirs; for surely no choir course it, entering into the spirit of the tune without certain and constant improvement in musical teste and in tyle of performance. It couldness tunes all the way from the most snaple and easy up to the noble, elevating and scientific, not excepting even the harmonies of Beethoven and Mendelssohn.

I most cordially recommend "Carried Lyens" to church choirs, singing schools, and to all who have musical souls in sympathy with divine truth.

I fully concur in the above.

GFORGE F ROOT, E. TOWNER ROOT.

Teacher of Music in Abbott's Institution and other Schools in the City of New York,

From George F. Havter, Esq., Organist to the Handel and Haylo So levy, Organist and Planist to the Musical Education Society, and Organist to U c O South Char. h. Boston

Having carefully examined the new work of Messrs. Ma on and Webb, entitled "Carrica Lating," I deem it justice to express the opinion that, for originality of style and excellence of harmony, it is the best Ps. Im Book ever published in this country. It may be said by some that the harmonies of many of the times, and those the best, are too chromatic or intricate to have in vice done them by most of our common choirs. Then the deficiency lies in the singers, and not in the music they have before them; therefore they must en leavor to keep pace with the advancement of the science of music. and accustom themselves to harm mies which may seem to the nat first a little difficult, but by means of which the most wonderful and beautiful results are produced, if properly performed, for if the other styles and classes of music have taken such an immense stride within the past few years, (as the works of Mendelssohn, Spohr and many others, plainly show, why should the price of God remain at a stand-still, and the same kind of music be used for His proise now, as was before these many beautiful harmonies were made known to the world? But aside from this, the majority of the times in this book have a degree of simplicity about them that will render their performance practicable

Amongst the finest and most original tunes, I might mention those from Mendellssour, Gluck, SCHUBERT, SCHUMINY and WILLIAM MASON.

This is a book which has long been wanted; and I have no doubt it will meet with full success in every place where the names of such composers as enrich its pages are held in the smallest degree of

August, 1850.

GEORGE F. HAYTER.

From Aug. KREISMANN, Esq., Professor of Music, Boston.

[Mr. Kreismann is a thoroughly educated musician, having studied musical science in Leipzig. Ge many, and the voice in Italy.)

I have carefully examined the "Castica Largis," a new collection of Church Mn ie by Me srs. 1. Mason and G. J. Webb, and I feel no he sitution to say that I con her it by for the best not only of the works of the above named gestlemen, but of any collection of Courch Min ic which I have seen published in this country. The Music introduced in it is so altegether new, and especially in regard to harveony that it may be greeted as a great progress in thurch Music by all scientific men

Names, as those of HAYDY, GLUCK, MOZART BEETHOVEY, SCH. BERT, and MENDELY COIN, from whose

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Boylan, August, 1850. ALG. KREIS IANN

From John Zunder, Esq., Organist at Plymouth C urch, and Tea e of the Port of the and the Porce, Brooklyn V V.

I have had of portunity of examining a portion of the proof theel of Carries Larges "the new book of Mesrs Misorian Webb Judging from the times which to e.c. to ell the kills will he a collection of such choice music as his not be a e leen public to a till country to my knowledge. Every good musician must admice the miny new and be a util him well as the pleying melodies, in many of the piece. Such music will improve to the or at the cume he very attractive to chois who use it. I shall be glad to seek more particularly of the merits of "Cysticy Lynns," after I have had opportunity of examining it more fully August, 1800.

JOHN ZUNDEL

From L. Marshall, Esq., Teacher of Music, and Director of the Mus of the Twel'th Congressional Society, Boston.

After having examined quite a number of the proof sheets of "Castica La the "Ly " rs. la Mason and G. J. Webb, I can with propriety and confidence by the a my opinion it confidence by the many opinion it is a little no. other book of Church Mu ic that has ever come to my notice. It is locked et all all of a high order, and its harmonies are 11th and new. I most obserfully reson seed a tot of a lack I. MAISHALL

From S. LABAR, Esq., Organist and Conductor of Must in the H. datest Convergal at Carek. (Rev D. Patton's and Tracher of M. s. Vic Y k.

I have examined a great part of the work with intrest in all tree O cortwo feature particularly interested me. I noticed that the editors have a mellet all all in lo eth glob r thin the n u l st ndard of church tunes, and that while there we to but I to by of the very larger t and must elaborate of musical compositions, that in the selection of the location of the locat have need such good in gment in granging or ecopoling the half need an ever to give offen e in the level po the way to the laws of rich have the laws

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CANTICA LAUDIS

OR THE

AMERICAN BOOK OF CHURCH MUSIC:

BEING CHIEFLY A SELECTION OF

CHASTE AND ELEGANT MELODIES, FROM THE MOST CLASSIC AUTHORS, ANCIENT AND MODERN, WITH HARMONY PARTS; TOGETHER WITH CHANTS, ANTHEMS, AND OTHER SET PIECES;

FOR CHOIRS AND SINGING SCHOOLS:

TO WHICH ARE ADDED

TUNES FOR CONGREGATIONAL SINGING.

BY LOWELL MASON AND GEORGE JAMES WEBB.

1.1

NEW YORK:
PUBLISHED BY MASON & LAW.

23 PARK ROW, OPPOSITE THE ASTOR HOUSE

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PREFACE.

I'me music contained in the first part of the Cantica Laudis has been selected and their productions, and has been worked out, composed, or put together in a tune form, by arranged with reference to choir performance, and is designed to furnish choirs with other and inferior hands. Hence it is that these authors are so often repudiated in their tunes, which, in their proper interpretation, shall be well adapted to the devotional end own works, or unsouled in the very breathings of their own immortal spirits; for it is which should ever be ker: in view in all church music, and which shall, at the same not an uncommon thing for an editor who attempts to arrange from Beethoven, for time, musically considered, take a high stand, as tasteful, elegant and scientific. Where example, but who does not comprehend his author, or enter fully into his april, to divest shall we look for such tunes? or from whence shall they be obtained? Shall we attempt the piece of all that is peculiar to the great master, or that marks his genius, and leave to originate them, or to draw them from our own imaginative powers? The idea is nothing but the more common-place phrases, found alike in the productions of the little preposterous. The original tunes, so called, with which the pages of some modern col- and the great. So, also, we have seen pieces, bearing the name of Mendels olm, so icetions are filled, (and their name is legion,) can only be explained on the ground of a vitiated, by arrangement, as to leave not a vestige of Mendelssohnianism. Alas, for deplorable state of musical taste and knowledge, or of egotistic vanity and ignorance.* Mendelssohn's or Beethoven's pieces, when deprived of all that is Mendelssohnian er We have seen so many (to us) unmeaning and silly tunes called original, and we have Beethovenish! especially been so much dissatisfied with our own attempts in this way, that we have not There are those who object to all attempts at arrangements from the works of the often made the effort to originate forms of song, with which to fill the pages of this work; great composers. "Perform these works," say they, "as they were originally written, would allow, from the productions of those wonderful geniuses who have filled the world of the people all opportunity of deriving pleasure or improvement from the works under with their praise. We may, therefore, congratulate our readers, that in the use of this consideration, and would keep down the public taste, by confining it to the productions book they will not be cloyed with the frequent recurrence of "L. M.'s" and "G. J. W.'s," of common-place writers. Besides, the means for performing these works, whether vocal

fact is, that the leading subject, or principal musical idea, has been selected from some of

but we have rather preferred to go directly to the great fountains of true excellence, the or else do not perform them at all; and if new tunes are wanted, why, make them " only human sources of truth and beauty in melody and in harmony; and to take our sub- But this principle, carried out, would not only strike out of existence many of the most jects, and their development or treatment, too, so far as our metrically hymnodic purpose beautiful tune-forms now popular and useful, but it would cut off entirely from the mass on almost every page; but that they will be permitted to hold musical intercourse with or instrumental, do not exist, except in a few of the larger cities; nor do the pieces themthe Handels, the Mozarts, and the Beethovens, both of olden and of more modern times. selves exist in a form adapted to the purposes of ordinary public worship. Now, if it is But while there are comparatively but few tunes in this work which can be said to be through these works alone that musical taste is to be advanced, (and we know original with the editors, there is a sense in which they may be said to have composed where else to look for the means of improvement.) and if church music is to be also almost all of them; and that is the Latin sense of the word Compose, to put together. vated, and the results of the most successful efforts of human genius and scients. Handel, Haydn, Mozart, Beethoven, and others, were not, as tunes, composed by those great authors: they are our only resource; and since they have left httle or nothing m whose names they bear, for these authors did not compose psalm and hymn tunes; but, a form adapted to our purpose, or to the prevailing habits or customs in church muse, the successful editor must bring his musical sensibilities and perceptions into a close intimacy with the forms of truth and beauty which they have developed, and, imbuing his very soul in them, must work out, in close adherence to his matchless models, tunes suited to his purpose.

That this is a work most difficult, we know and deeply feel; that it may be presumptuous in us to aspire to its most successful accomplishment, we do not deny; and yet, it is the very thing we have, in a humble manner, attempted to do. With what success, our readers must judge.

To find the materials for the following pieces, we have gone through with an extensive course of musical reading, and have examined, with some diligence and attention, the works of many of the best writers. We have selected not a few of the gems scattered in rich profusion through their pages, and have endeavored to present them in a form

^{*} Let it not be said that we are opposed to original tunes, or that we would discourage native talent or genius: far otherwise is the fact. But yet, we cannot, in good taste, or in good conscience, encourage an attempt at musical composition, where there seem to be no indications of genius, or in connection with manifest musical ignorance, or the neglect of general cultivation. Both genius and mental and musical discipline are necessary to enable one to compose well, in the ordinary sense of the term. Wherever, therefore, there is talent, we would urge musical study, and also that previous mental discipline without which mere musical study can never attain any very high point of excellence; and especially would we insist upon the thorough reading and study of classic authors, before any one shall attempt to draw upon his own resources especially for the public edification; for the reading of Shakspeare, Milton, and the poets, is not more neceseary to poetic elegance and excellence, than is the study of Handel, Mozart, and Beethoven, to taste and

say, that, in any one instance, our arrangement is as good, absolutely, as the original; found to be somewhat frequent in some recent collections of church music. we do not say, for example, that Beethoven is not always, and in every instance, better, H. Classie Tunes. This is, for the most part, the class of tunes derived from the adapted to the choir service of public worship, nowhere else to be found.

property.

strictly choir tunes, and not adapted to congregational singing, may be divided into two man who does not like him, may be sure that the fault lies in himself, or in the neglect classes.

melody, readily performed by a choir and understood by a congregation; unlike those that are complicated, elaborate or difficult, these tunes are easy both in the measures of rhythmics and in the intervals of melodics. This is the class of tunes best adapted to popular, so it is the most useful class for choir performance, on common occasions of

suited to the design of our work, with as little deterioration as possible. But we do not | religious propriety. If we mistake not, tunes belonging to each of these classes may be

musically or abstractly considered, than Beethoven arranged; but we do say that works of the truly great composers, to which we have already alluded. Some of them Beethoven arranged is vastly superior to our own productions, and to all the arc of simple structure and easy, (though never insignificant or silly,) and others wishy-washy tunes of would-be composers that were ever written. We say, too, that, as present various degrees of difficulty in execution. It is quite impossible to present the a result of our labors, we are enabled to present to our readers many beautiful pieces musical thoughts of the great composers divested of all difficulties; there are difficulties drawn from the highest sources of musical excellence: musical thoughts, ideas, or of appreciation and of execution found, in a greater or less degree, in all their works. figures, expressed in elegant melodic progressions, or in soul-stirring harmonic com- These authors have usually left upon their compositions an impress or likeness of their binations, unheard before in this department of musical composition, and, in a tune-form, own musical existence. How easily can one trace Handel, in his choruses! No one of musical reading can mistake Handel for Haydn, or Haydn for Rossini. So also The words "arranged from" must be taken with considerable latitude. In some with Mendelssohn. Shakspeare has not more clearly enstamped the poetic image instances, there is a very close adherence to the original, so near as almost to have jus- of himself on his pages, than has Mendelssohn his own musical impress upon his various tified the name of the author, without qualification; while in others, the departure from works. But it often happens that those peculiar traits by which Mendelssohn makes the author is much greater. But we believe that, in all cases, our musical readers, or himself known are connected with some considerable degree of difficulty, and suppose such of them as are acquainted with the works from whence our tunes have been com- in the hearer, and in the performer, a corresponding degree of musical advancement. posed, will admit that we have not often misrepresented or burlesqued our authors, as Choirs who would improve in taste, and in style of performance, must not shrink from has sometimes been done. The greater part of the tunes without any name affixed as things which are somewhat above common-place. With regard to cultivation and author, are taken from classic writers, or have been suggested by passages from them, improvement, there is a strong analogy between poetry and music. Milton cannot be and have only been composed by the editors; many of these would fully justify the read and understood, except by those who have made some progress in poetic taste; and phrase "arranged from;" but, in general, where we have not pretty closely adhered to Mendelssohn or Beethoven cannot be read and appreciated, except by those who have made our author, we have preferred to let the tunes appear anonymous. It is proper for us a similar progress in musical taste. As there are those who will throw aside Milton, also to add, that they have been actually thus composed as tunes by the editors, for this work; not being sufficiently cultivated to appreciate him, so there are those who, for a simithat, as tunes, they are nowhere else to be found; and that they are therefore claimed as lar reason, will throw aside Mozart or Beethoven. But, notwithstanding these things, the world has decided, or rather the laws of true taste and of human improvement and The times in this first part of the work, while, with but few exceptions, they are cultivation have decided, that Milton is one of the greatest of the English poets; and the of his own education. So, also, with Mozart and Beethoven; the laws of musical taste I. Prople's Tunes. By this term we mean to designate tunes of flowing, agreeable have made them standard authors, and the man who does not like them may, with certainty, ascribe it to his own ignorance, or want of taste or cultivation. The laws of taste as certainly exist in nature as the laws of mathematics, though they may not be so easily discoverable. As it is through the power of numbers that we arrive at true general purposes; indeed, as it is the only class that can be universally or extensively results in mathematics, so it is through the productions of true genius, or the works of the truly great writers, that we are to seek for true results in musical taste. These public worship. The German books contain many of these popular melodies, (Volks works form a school of taste; and it is only through a knowledge, power of apprecia-Gesange.) from which we have made selections in this department.* In the selection of tion, practice, and love of them, that individuals, choirs, and communities, can be in any these tunes, however, we have always regarded it as important to avoid, First, All such high degree improved. This department, in this very book, therefore, so far as we have as may have acquired any association unfavorable to the purposes of worship. Second, been true to our own purpose, will furnish a higher test, or standard, than is usually All such as are of too light and frivolous a character for religious purposes. Third, All found in similar works, by which singers and choirs may not only try themselves, and such as approximate to the low, coarse or vulgar, alike offensive to musical taste and to know somewhat of their present standing, but in the proper use of which they may make sure progress in tasteful cultivation, or in the appreciation, execution and love, of musi-

See prefatory note to Congregational Tunes, p. 295

^{*}We are not of the number, however, who suppose that because a tune is German, that it is therefore good; for there are as many poor composers in Germany as elsewhere; and some few very unmeaning tunes, marked German may be found in recent American books.

See prefatory note

ELEMENTS OF VOCAL MUSIC.

PREFATORY REMARKS.

The following exposition of the "Elements of Vocal Music," has been prepared not with reference to names, signs, or characters merely, but having also constantly and primarily in view the substance, essence, or nature of that which is to be taught. This will be observed in the propositions or axioms throughout the work. Every good teacher will endeavor to convey to the minds of his pupils, in the first place, a knowledge of things, doctrines, or facts, and afterwards, as a natural consequent, a knowledge of signs, symbols, or characters. The inversion of this order is one of the principal causes of the difficulties attending the learning of music, and of the obscurity that so often accompanies the well-meant attempts of the teacher at explanation. It is so directly at variance with the true philosophy or science of teaching that it is to be rejected by every enlightened teacher, in every department of instruction, or whatever may be the subject of his lesson. Music, the perception of which can come through the sense of hearing only, can never be taught by signs or by characters which are addressed to the eye. With as much hope of success might one attempt to teach chiaroscuro by verbal explanations or description, as the nature or relations of musical sounds by an exhibition of anything to the organs of vision. It is perhaps mostly to a misapprehension of this subject that we are to attribute the many new systems of notation which have appeared within a few years past; an attempt has been made to invert the order of nature in teaching music, and to communicate instruction through the eve, on the supposition that if the signs and characters are explained the things signified will be understood. Such unphilosophic attempts at teaching have of course been met by insurmountable difficulties, and these difficulties instead of being attributed to their true cause, have been supposed to arise out of a defeetive or obscure notation; and hence, new systems of notation (so called) have been invented. But how is it possible that one can be made to understand in any practieal manner the signs or symbols of things, when as yet he has not become acquainted with the things signified or symbolized? Let music be taught first, and musical signs will follow easily enough afterwards. Let the teacher draw out and quicken the musical perceptions of his pupils, let him form in the ear a true idea of the scale, and let him train the vocal organs to the truthful production of that scale, and there will then he no great difficulty in teaching the notation by which it shall be represented Notation consists mostly in the representation of musical sounds by means of arbitrary written characters; one arbitrary character being made, provided it be simple and easily strike the eye, is as good as another. We see then the folly and ignorance of those who would attempt to render the learning or the teaching of music easier by adopting some new system of notation. Not more absurd would be the attempt to relieve the difficulty of teaching colors to the blind, by means of a new nomenclature, than is that of rendering easier the teaching or the learning of music by a new system of notation.

It is taken for granted in the following synopsis that the teacher is familiar with his work, or that he knows how to teach; pedagogic directions have therefore been mostly omitted; not even the questions common in such elementary works have been inserted, on the supposition that the man who is qualified to teach will be able to ask

his own questions. The practical exercises too, must be regarded as specimens; for as the good teacher of arithmetic does not rely exclusively upon his text book, but often gives out original or extemporaneous questions, growing out of the immediate circumstances by which he is surrounded, so the good number teacher will write lessons impromtu upon the board whenever he meets his class. There is a freshne s and lively interest in such lessons that cannot be reached by the not carefully prepared book-exercises. But while the manner of teaching has been supposed to be the teacher's own, the things to be taught are here stated or defined, so that this work is properly a text book for the teacher. The definitions, so often defective or false, and the technical terms, so often misapplied, in treatises of this kind, have received close attention, and it is believed, may be relied upon as accurate. The order of arrangement of topics, both in respect to analysis and synthesis, is in general such, as would naturally be suggested by a careful inductive investigation of the subject. It is, therefore, adapted to inductive teaching. It has been kept in mind however, that teachers of common singing schools have not usually time enough for a thorough course of instruction, and that they are often obliged to harry through their work. This circumstance, and the fact too that their teaching is principally not in juvenile but in adult classes, has caused exceptions to the above principle, and modifications by which the work will be better adapted to the wants of those who think best to adopt the declarative or preceptive, in preference to, or in connection with the inductive method. Indeed we think that every good teacher of an adult singing class, will avail himself of both the inductive and preceptive forms of giving instruction, adapting himself to the various circumstances in which he may be placed.

It is not sufficient in these days that one who teaches should thoroughly understand his subject, he must also become acquainted with the art and science of teaching. Teacher's Institutes and Normal Schools are doing much to qualify common school teachers, and to raise high the standard of teaching; they are no less valuable to music teachers, and we would argently recommend either or both of them, to all who desire to learn to teach music well, for since the great principles of teaching are the same in all branches, an attendance at the Normal School, or on the lectures and instructions of Teacher's Institutes, where methods of teaching the common school studies are constantly brought forward, explained and illustrated, cannot fail to be of the greatest benefit to the music teacher. How shall the cause of music be promoted and elevated but through the influence of the teacher of music? And how shall the teacher of music perform this work who does not constantly labor to clevate himself? And how shall he elevate himself but by constant study, and by availing himself of all the means of improvement that come within his reach?

God prosper the cause of education in general, and of musical education in particular, throughout our country and throughout the world: so that music being joined with the more common and necessary branches of knowledge, and both with revealed truth, singers, teachers, men of science, and preachers of the gospel may all unite to promote human improvement, holiness and happiness—" peace on earth and good will to men"

INTRODUCTORY.

ANALYSIS OF MUSICAL SOUNDS.

- 1. Distinctions existing in the nature of Musical Sounds .- A musical sound, or a Tone, may be,
 - 1. Long. of Short.
 - 2. High, or Low.
 - 3. Soft, or Loud.
 - 2. Properties of Tones.—A tone has, therefore, three essential properties:
 - 1. Length.
 - 2. Pirch.
 - 3. Power.
- 3. Departments in the Elements of Music.—As there are three distinctions existing in the nature of musical sounds, and as they have three essential properties, so there are three corresponding departments in the elements of music:
 - 1. Rhythmics, treating of the length of tones.
 - 2. Melodics, treating of the pitch of tones.
 - 3. DYNAMICS, treating of the power of tones.
 - 4. General View:-

Distinctions.

1. Long, or Short.

2. High, or Low. 3. Soft, or Loud. Properties. LENGTH. Departments. RHYTHMICS. MELODICS.

Рітсіі. POWER.

DYNAMICS.

RHYTHMICS.*

CHAPTER I.

DIVISIONS OF TIME. MEASURES. PARTS OF MEASURES. COUNTING AND BEATING TIME. ACCENT.

§ 1. The length of tones is measured by a division of time, into equal portions. This may be indicated or illustrated, by counting equally, thus: one, two; one, two; one, two; one, two: or thus: la, la; la, la; la, la; la, la.

- § 2. The portions into which time is divided are called Measures; thus, at § 1, four measures are supposed to be counted.
- § 3. Measures are divided into smaller portions, called Parts of Measures: thus, at § 1, measures are supposed to be divided into two parts, the first part of each measure being indicated by one, and the second part by two.
- § 4. Measures and parts of measures, may be indicated not only by counting (to the ear), but also by motions of the hand (to the eye), ealled BEATS, or BEATING THE TIME.
- § 5. In beating the time, a downward motion of the hand is usually made for the first part of a measure, and an upward motion for the second part.
 - § 6. The first part of a measure should be accented, the second unaccented.

NOTE 1.—When the pupils commence learning to beat the time, it is well for them, not only to make the proper motions of the hand, but also to repeat the words downward beat, upward beat, or, down, up, as descriptive of the beats.

NOTE 2.—It should be thoroughly and practically understood, that this division of time is the Rhythmic Element; the principle of measurement in all music. The portions of time called measures are to music, what the portions of time called days, months, and years are to history.

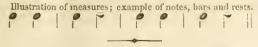
Note 3.—The letter a in la should receive its grave sound (a); being the same sound as is heard in the words, Fäther, Calm, Balm, Bar, Far, Pa, Ma. This vowel sound (ah.) is the best for vocal practice, and is constantly used by all those who well understand the training of the

NOTES. BARS. RESTS.

- § 7. The length of tones is represented by written characters, called Notes. Notes are signs, representing to the eye the comparative length or duration of sounds.
- § S. Perpendicular marks are used for marking the division of measures, called BARS.

^{*} The departments are kept separate in this elementary treatise, not because they should be thus kept in teaching, but because being thus separated they present a clearer general view of the subject, and also because it is quite impossible to present the different topics in such an order as will be suited alike to different classes. The subject of Rhythmics is here presented first; in teaching a class however, it may be just as well to commence with Melodies; but with which ever department the work of teaching is commenced, it is certain that at least the two departments of Rhythmics and Melodics should be almost immediately united: indeed the three departments should proceed simultaneously (or nearly so) from the beginning, and through the whole course of instruction.

§ 9. A measure, or part of a measure may be passed over in silence; such silence is called resting; and the sign or character by which it is indicated is called a Rest.



CHAPTER III.

RHYTHMIC CLASSIFICATION. PROLONGED TONES. PRIMITIVE AND DERIVED FORMS OF MEASURE. LONG NOTES AND RESTS.

- § 10. A sound may be prolonged so as to occupy both parts of a measure; and thus a different form of measure may be obtained.
- § 11. The first form of measure, (a separate sound, or rest, being appropriated to each of its parts,) is called Primitive Form.
- § 12. The second form of measure, (both parts being appropriated to one prolonged sound, or rest,) is called Derived Form.
 - § 13. Derived forms are obtained from primitive forms, by uniting the parts.
- . § 14. The prolonged sound is represented by a note differing in form from that which was previously introduced, and which has also, its corresponding rest.

NOTE. The notes and rests may now be called short notes or long notes, and short rests or long rests.



CHAPTER IV.

TRIPLE MEASURE.

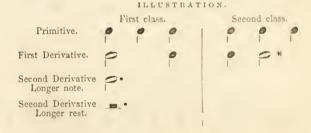
- § 15. A measure may have three parts; as one, two, three; one, two, three; or, downward beat, hither (or inward) beat, upward beat.
- § 16. A measure having three parts, is called TRIPLE MEASURE; a measure having two parts, is called DOUBLE MEASURE.
 - § 17. Triple measure receives an accent on the first part.
 - § 18. A sound may be prolonged so as to occupy two or three parts of a

measure; and thus derived forms are obtained in triple measure.

- § 19. When, the derived form is obtained by the union of the first and second parts of a measure, it is called the First Derivative; when it is obtained by the union of the first, second and third parts it is called the Second Derivative.
- § 20. When, in a derived form of measure, the union of the parts commences with the first, the derivative is said to be in the First Class; when the union commences with the second part of the measure, the derivative is said to be in the Second Class.
- § 21. When a tone commences on an unaccented, and is continued on an accented part of a measure, it is called a SYNCOPA, FOR SYNCOPATED TONE.
 - § 22. A syncopated tone should always receive an accent.
- § 23. The longer sound, occupying three pasts of a measure, is represented by a note of different form from the two previously introduced, which may now be called the longer note.

Note. A syneope changes, or "cuts into" the regular accent-

§ 24. Figures are used as signs of measure; thus, the figure 2 denotes double, and the figure 3, triple measure.



Note. The principle of induction never anticipates by names or terms anything which has not been already discovered or taught. In investigation this anticipation is impossible, in teaching it is inadmissible. Hence the pupils use such names or terms as most naturally come up in the mind, and if on further progress other names or terms become more convenient, they may then make the change. Again, induction never burdens the mind with nimes, or technical terms until they are needed as aids in bringing up to the imagination the idea of things which are already known.

^{*} Syncope. From two Greek words, signifying "1 cut." † Representation of a Syncope

CHAPTER V.

QUADRUPLE MEASURE.

- § 25. A measure may have four parts; as one, two, three, four; one, two, three, four; or downward beat, hither (or inward) beat, thither (or outward) beat, upward beat. Called QUADRUPLE MEASURE, and distinguished by the figure 4.
- § 26. When, in a derived form of measure, the union commences with the third part, it is said to be in the Third Class.
- § 27. When a sound is prolonged so as to occupy four parts of a measure it is represented by a note differing in form from those which have been previously introduced, and which we may call the longest note.

Note. The reason why the commonly received names of the notes have not before been given is explained in the note at the end of the last chapter; they may now be adopted, as follows:

| Note, Whole Note, or Semibreve, | Notes. | Rests |
|--|--------|-------|
| THREEQUARTER NOTE, or DOTTED HALF, or MINIM, | 0. | .00. |
| HALF NOTE, Or MINIM, | 0 | _531_ |
| QUARTER NOTE, or CROTCHET, | 0 | 7 |

ILLUSTRATION.

| Primitive | Class. | 9 | S | econd Class | | Third | Class. |
|-------------------|--------|---|---|-------------|---|-------|--------|
| First Derivative | 0 | 0 | | P* | 0 | 0 | P |
| Second Derivative | | 0 | 0 | ·* | | P | Pt |
| Third Derivative | | | | , | | | |

* Syncope.

† Irregularly classea.

CHAPTER VI.

SEXTUPLE AND MIXED MEASURES.

- § 28. A measure having six parts, is called sextuple measure; as one, two, three, four, five, six; or downward beat, downward beat, hither beat, thither beat, upward beat, upward beat.
- § 29. A measure having six parts, is often described by two countings or beats, as is double measure; but it differs from double measure, since the latter consists of two twos, while the former consists of two threes. It is often called Compound Measure.
- § 30. Measures may also have *nine*, or *twelve* parts, or more or less. But it is not supposed to be necessary, in this place, to give any further explanation or illustration, since, if the pupil is well grounded in the kinds already mentioned he need not apprehend difficulty, in any other forms of measure which may be found.

CHAPTER VII.

DIVIDED PARTS, OR COMPOUND FORMS OF MEASURE, AND THEIR CORRESPONDING NOTES AND RESTS.

- § 31. The parts of a measure may be divided, so that two sounds shall be made to occupy but one part.
- § 32. When two sounds occur on a single part of a measure, the measure is said to be in Compound Form.
 - § 33. Compound forms of measure, may be either primitive or derived.
- § 34. The notes representing these shorter sounds, or Compound Primitive forms of measure, are called Eighths, or Quavers.

NOTE 1.—The forms of measure heretofore explained, may now be called Simple Forms; and thus be distinguished from Compound Forms.

Note 2.—The principle of derivation and classification, as heretofore explained, (derived from Kübler, a truly philosophical writer upon elementary inductive teaching) can now be carried out in compound forms of measure, if the teacher thinks it best. If it be thoroughly and practically understood, it affords a certain criterion or principle, by which the musical

performer may be earried through the most difficult rhythmic combinations with certainty. The principle is simply this: The primitive form of a measure, or the primitive note of a neasure, or part of a measure, is always to be taken as the standard of measurement. This cannot fail to solve any rhythmic difficulty that can occur. The common mode of measuring sounds by beating, is unsatisfactory and uncertain. Hence, a good conductor of an orchestra is frequently observed to indicate with his Baton, the primitive form of the measure, and this although he may know nothing of this principle of classification. This fact shows that the principle is a natural one, and one that fails not to accomplish its end. Whether the terms here used be adopted or not, the principle must be practically understood, the thing itself must be known, or there can be no certainty of correct time.

CHAPTER VIII.

TRIPLETS.

§ 35. A part of a measure may be so divided as to be occupied by three sounds. Such divisions of parts of measures are called Triplets. The notes representing triplets are marked by the figure 3.

CHAPTER IX.

COMPLEX FORMS OF MEASURE, AND THEIR CORRESPONDING NOTES AND RESTS.

§ 36. A part of a measure may be occupied by four sounds; such sounds are represented by notes called Sixteenths or Semiguavers.

§ 37. When four sounds occupy a single part of a measure, the measure is said to be in Complex Form.

NOTE. A futher explanation of Rhythmic Clasification may be obtained from "The Boston Academy's Manual of Instruction."

See note 2, at § 34.

CHAPTER X.

VARIETIES OF MEASURE.

§ 38. Either of the different kinds of notes may be taken to represent the primitive form of measure, simple and compound. Thus, the primitive form in

any kind of measure may be represented, by Whole Notes, Halves, Quarters, Eighths, or Sixteenths.

§ 39. The different representation or signs of measure, arising from the use of the different notes as primitive forms, are constal Varieties of Measure.

Note. Varieties of measure merely furnish different signs for the same thing. To the ear they are all the same, to the eye only do they differ; the movement or degree of quickness depending not in the least, on the kind of notes in which music is written. Notes represent no positive, but only a relative length of sound. The different varieties are comparatively unimportant, but are in common use.

- § 40. There may be as many varieties in all the different kinds of measure, as there are kinds of notes.
- § 41. As figures are used to distinguish the kinds of measure, so also they are used to distinguish the varieties of measure. When used for both purposes, the two figures are written in the form of fractions, the number of parts, (on which the kind of measure depends,) being indicated by the Numerator; and the kind of note used on each part, (on which the variety of measure depends,) being indicated by the Denominator.

§ 42. EXAMPLE OF DIFFERENT VARIETIES OF MEASURE.

| 200 | $\frac{3}{1}$ | *40000 |
|-------|---------------|---------------|
| 200 | 3000 | 40000 |
| 200 | 3 0 0 | 4 |
| *200 | 3000 | * 5 1 1 1 1 |
| * 200 | * 3 6 6 6 | * 4 2 2 2 2 2 |

* Seldom used.

END OF RHYTHMICS.

MELODICS.

CHAPTER XI.

- § 43. Musical sounds, considered or treated with reference to relative pitch, are arranged in a certain order, or series, called The Scale.*
- § 44. The scale consists of eight tones; these are named numerically from the lowest, upward: One, Two, Three, Four, Five, Six, Seven, Eight.
- § 45. Musical sounds may also be considered or treated abstractly, or with reference to absolute pitch. When thus considered they are named alphabetically from the letters, A, B, C, D, E, F, G.

NOTE.—In all nations where the generally prevalent system of music is received, the pitch of tones, as represented by letters, is the same.

§ 46. In treating of the scale, the tone C, is first taken (i. e. in the first steps of musical teaching) as one, or as the basis of the scale; so that the order of the scale is as follows:

One, Two, Three, Four, Five, Six, Seven, Eight. C, D, E, F, G, A, B, C.

§ 47. In vocal music, the following syllables are often used, in connection with the scale, or relative pitch.

Written, Do, Re, Mi, Fa, Sol, La, Si, Do. Pronounced, Do, Râ, Mê, Fã, Sól, Lã, Sê, Dô.

Note 1.—See previous note on the true sound of the vowel a.

NOTE 2.—The teacher is advised always to accustom his pupils to speak of the tones of the scale by their numerical, or relative names, as one, two, three, &c.: thus, if a lesson be written on the board, and the teacher wishing to question the scholars with respect to the tones, asks, pointing to any particular note, "What tone is represented by that ote?" the answer should be, one. two, three, or as the case may be. But if he wishes to question with respect to the letters, he should ask directly, "What letter is one, two, &c., or what is the pitch of one, two, &c. He is advised also, not to allow his pupils to substitute, as manes for tones, first, for one, second for two, &c.; nor to allow them to say No. 1, No. 2, &c., but simply one, two, three, four, &c. He is further advised not to allow the pupils to regard the syllables as the names of the sounds; never to allow them to speak of the tone Do, the tone Re, &c.; but, in all cases, to consider the names of the sounds of the scale one, two, three, four, five, six, seven and eight.

NOTE 3.—Although the syllables are not regarded as indispensable, the following reasons may be assigned for their use: 1st. An association is quickly formed between each particular syllable, and the relative pitch of the tone to which it is applied; and this enables the inexperienced singer to strike the pitch with comparative case. 2d. The proper practice of the syllables lays the foundation for a good articulation, or a correct delivery of words.

It is obvious that, if the syllables are used for the first reason above mentioned, they should always be applied to the seale in the same manner; i. e., Do to one, Re to two, &e.; since they are intended to indicate relative, and not absolute pitch. The Italian or French method of using the syllables instead of letters, or to represent absolute pitch, is perhaps as good as any; but if the syllables are thus used, Do being synonymous with C, Re with D, &c., there can be no use for the letters, as we need but one method of designating absolute pitch. It must be evident also, to any one, that in this use of the syllables, no such advantage can be derived from them as is mentioned above. The only advantage that is claimed by those who would make the syllables synonymous with the letters is, that in this way, it is easier for the pupil to apply the syllables to the notes, since each syllable will always occupy the same place on the staff. The question then is, "are the advantages of associating the syllables with the sounds of the scale, greater than the difficulty of applying them?" If the answer is in the affirmative, then the use of the syllables here recommended, is the best use of them; if in the negative, the syllables had better be given up altogether, and the German method of using only the one syllable La for all the tones be adopted.

CHAPTER XII.

THE STAFF AND CLEFS.

- § 48. The scale (or the relative pitch of tones) is represented by notes in connection with a character called THE STAFF.
- \S 49. The staff consists of five horizontal marks or lines, and the spaces between them.

Note.—Five is adopted for the number of lines, as a matter of convenience, but not of necessity.

- § 50. Each line and each space is called a Degree; thus, there are in the staff, nine degrees, five lines and four spaces
 - § 51. The degrees of the staff are counted upwards, from the lowest.
- § 52. If it be desirable to extend the compass of the staff, spaces and lines, below or above, are used, called Spaces Below, or Spaces Above, and Added Lines Below, or Added Lines Above.
- § 53. The scale may be represented on the staff in various ways: thus, the note representing one may be placed upon the first line or first space, second line or second space, or upon any degree of the staff; but when the position of one is fixed, the other sounds must follow in regular succession.
- § 54. There are two ways in which it is common to represent the scale on the staff: first, the note for one being written upon the added line below; second, the note for one being written upon the second space.
- § 55. To distinguish between these two ways, or to determine the position of the scale on the staff, a letter is used as a guide, called a CLEF.*

^{*} SCALE. Signifying a ladder, or series of steps.

^{*} Clef. Signifying Key.

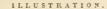
§ 56. There are two letters commonly used as clefs, F and G.

Note 1.—The form of these letters when used as Clefs can be pointed out by the Teacher.

Note 2.—The letter C is also taken for a clef, but as it is not much in use in this country, and as
it is fast going out of use in England and Germany, it is not thought necessary to explain it here.

§ 57. The F Clef is placed upon the fourth line; hence when this clef is used the note representing one (C) must be placed upon the second space.

§ 58. The G Clef is placed upon the second line; hence when this clef is used the note representing one (C) must be placed upon the added line below.







CHAPTER XIII.

MELODICS .- EXTENSION OF THE SCALE AND CLASSIFICATION OF VOICES.

§ 59. When tones higher than eight are sung, eight is to be regarded as one of an upper seale.

§ 60. When tones lower than one are sung, one is to be regarded as eight of a lower scale.

§ 61. The human voice is naturally divided into four classes: low male voices, or Base; high male voices, or Tenor; low female voices, or Alto; high female voices, or Treble.

Note.—Besides the above, there are also other distinctions, as BARTTONE, between the Base and Tenor. And the Mezzo Sophano, between the Alto and Troble. The Treble is often called Sophano.

§ 62. The G clef is used, not only for the Treble and Alto, but also often for the Tenor; but when used for the Tenor, it denotes G an octave lower than when used for the Treble and Alto. The following table exhibits the common use of the clefs: and also the usual compass and relative position of the different parts:—

Treble.

EXAMPLE.

Aito.

Aito.

Tenor

Tenor

GABcdefgabedefgabedefgabedefg

§ 63. To distinguish between the different tones denoted by the same letter, capital and small letters, together with marks below or above them, are used. Thus, in the above example, the lowest three notes are designated by capital letters; and the tones represented by them are called capital, or great G, or great A, and great B. The notes in the next octave beginning with e, (with the exception of the upper one, which is considered as one of the octave above, are designated by small letters, and the tones are called small c, small d, small c, &c. The notes in the next octave, (with the exception of the upper one, are designated by once marked small letters, and the tones are called once-marked small c, once-marked small d, &c. The notes belonging to the next octave, are designated by theice-marked small letters. The G clef, when used for Treble or Alto voices, signifies g; when used for Tenor voices, it signifies g.

Note 1.—This system of designating the tones is carried out through the whole extent of the great scale of sounds in instrumental music, consisting of nine or ten octaves, as follows:—The first, or lowest octave, is denoted by twice-marked capitats, as C (or CCC), D (or DDD), &c. The next, or second octave, is denoted by once-marked capitats, as C, D, E, &c. The third octave, (the upper part of which comes within the vocal compass as exhibited above,) is denoted by capitats, as C, D, E, &c. The fourth octave, by small tetters, as c, d, c, &c. The fifth octave, by once-marked small letters, as c, d, c, &c. The sixth octave, by twice-marked small letters, as c, d, e, &c. The cighth octave, by four-times-marked small letters, as e, d, e, &c. The ninth octave, by five-times-marked small letters; and the tenth octave, by six-times-marked small letters.

Note 2.—It is important that the difference of pitch between male and female voices be fully explained and illustrated.

CHAPTER XIV.

INTERVALS. STEPS AND HALF-STEPS.

- § 64. The difference of pitch between any two tones, is called An Interval.

 Thus, the difference of pitch between one and two, is an interval.
- § 65. In the regular succession of the tones of the scale, there are two kinds of intervals, larger and smaller.
- § 66. The larger intervals are called Steps, or Large Steps; and the smaller intervals are called Small Steps, or Half-Steps.*
- § 67 The intervals of the scale occur in the following order:—between one and two, a step; between two and three, a step; between three and four, a small step; between four and five, a step; between five and six, a step; between six and seven, a step; and between seven and eight, a small step.

CHAPTER XV.

MELODICS .- THE CHROMATIC SCALE.

- § 68. Between those tones of the scale which form the interval of a step, an intermediate, or Chromatic* tone may be introduced: thus, intermediate or chromatic tones may occur bectween 1 and 2, 2 and 3, 4 and 5, 5 and 6, 6 and 7; but not between 3 and 4, and 7 and 8, because the intervals between these tones are already half-steps, and these are the smallest practicable intervals.
- § 69. Intermediate or chromatic tones are named numerically (relative pitch) from one of the tones of the diatonic scale between which they occur, but with the word Sharp or Flat, or a character called a sharp (#) or a flat (b) in connection, to distinguish them from the diatonic tones: thus, the intermediate tone between one and two, if named from one, is called Sharp One (#1); and if named from two, is called Flat Two (b2).

The intermediate tones are also named alphabetically (absolute pitch) from one of the letters between which they occur, with the word sharp or flat also in eonnection: thus, the ehromatic tone between C and D, if named from C, is ealled C Sharp (C#); and if named from D, is called D Flat (Db).

- § 70. The note representing an intermediate or chromatic tone, is written on the same degree of the staff as the note representing the tone from which it is named: thus, sharp one is written on the same degree of the staff as one; flat two is written on the same degree as two, &c.
- § 71. A scale of thirteen tones, including all the intermediate, or chromatic tones, with twelve intervals of a half-step each, is called THE CHROMATIC SCALE.
- § 72. The seale which has been heretofore described may now be ealled The Diatonic Scale.

DIATONIC. From two Greck words, signifying through the tones, or from tone to tone.

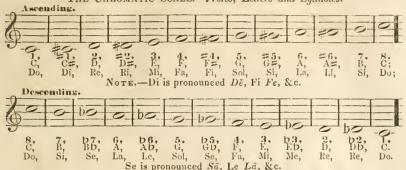
^{*} The terms tone and half-tone are in common use to designate these intervals; but as the application of the same word both to sounds and intervals is inconvenient, the discontinuance of the term tone and half-tone is recommended, especially in teaching. The objection to the introduction of the terms major second and minor second is explained in a note on page 7; besides which it may be added that these terms are wanted for another purpose, and in another connection, as the pupil advances.

^{*} CHROMATIC. From a Greek word, signifying color. The intermediate, or chromatic tones, having been formerly written with colored ink. The term may also have a figurative signification, as chromatics in music, may be regarded as analogous to coloring in painting.

[†] Sharp, in the technical use of the word, signifies higher: thus, the meaning of sharp one is, higher than one. Flat signifies lower: thus, the meaning of flat two is, lower than two

EXAMPLE.

THE CHROMATIC SCALE. Notes, Letters and Syllables.



- § 73. The sign of an intermediate or chromatic tone (# or b) belongs not only to the note before which it is placed, but also to all the following notes on the same degree of the staff in the measure.
- § 74. The sign of a chromatic tone belongs to all the notes that follow it, from measure to measure, when no intervening note occurs on another degree of the staff.
- § 75. The sign of an intermediate, or chromatic tone (# or b), is canceled, or annulled by a character called a NATURAL (4).*

CHAPTER XVI.

DIATONIC INTERVALS.

§ 76. In addition to those intervals called steps and half-steps, belonging to the scale in its regular progression, there are also other intervals occasioned by skipping: as Seconds, Thirds, Fourths, Fifths, Sixths, Sevenths, and OCTAVES.

\$ 77. Intervals are always reckoned from the lower tone upwards, unless otherwise expressed.

DIATONIC INTERVALS.

Note. - Diatonie, because they are produced by skips in the diatonic scale.

- § 78. Two tones being the same pitch, are called Unison, or said to be in UNISON.
- § 79. The interval between 1 and 2, or 2 and 3, or between any tone and the tone that is represented on the second degree of the staff, inclusive, above it, is called a SECOND.
- § 80. The interval between 1 and 3, or between 2 and 4, or between any tone and the tone that is represented on the third degree of the staff, inclusive, above it, is called a THIRD.
 - § 81. The interval between 1 and 4, or between 2 and 5, is called a FOURTH
 - § 82. The interval between 1 and 5, or between 2 and 6, is called a FIFTH. § 83. The interval between 1 and 6, or between 2 and 7, is ealled a SIXTH.
 - § 84. The interval between 1 and 7, or between 2 and 8, is called a SEVENTH.
 - § 85. The interval between 1 and 8, or between 2 and 9, (or 2 of the next
- series) is called an OCTAVE.

INTERVALS. MAJOR AND MINOR.

& S6. Seconds.

- 1. A second consisting of a half-step, is a MINOR SECOND.
- 2. A second consisting of a step, is a Major Second.

& ST. Thirds.

- 1. A third consisting of a step and a half-step, is MINOR.
- 2. A third consisting of two steps, is MAJOR.

§ 88. Fourths.

- 1. A fourth consisting of two steps, and one half-step. is a Perfect Fourth
- 2. A fourth consisting of three steps, is a Sharp Fourth.

§ 89. Fifths.

- 1. A fifth consisting of two steps and two half-steps, is a FLAT FIFTH.
- 2. A fifth consisting of three steps and a half-step, is a PERFECT FIFTH.

^{*} The name of this character seems not to have been well chosen, since it tends to mislead the mind of the pupil. It signifies, not that one sound is more natural than another, but merely that the connection which has heretofore existed between a note and a sharp or flat is now dissolved. The teacher is advised never to use the term natural in connection with the names of the tones, or to speak of C natural, B natural, natural one, natural four, &c.; but to say simply C, B, &e., or one, four, &c. The fact is, that C = is just as natural a tone as C, and so of all the tones of the chromatic scale; one is just as untural as another, and a little child, who chooses the pitch of a song, is just as likely to commence with C = as with C, or with F = as with F, &c. The term natural applies not to the thing itself, but to the mere sign of the thing; not to a tone, but to the mere sign of a tone; hence, its careless use often renders musical language obscure or absurd.

§ 90. Sixths.

- 1. A sixth consisting of three steps and two half-steps, is MINOR.
- 2. A sixth consisting of four steps and a half-step, is Major.
- § 91. Sevenths.
 - 1. A seventh consisting of four steps and two half-steps, is a Flat Seventh.
 - 2. A seventh consisting of five steps and one half-step, is a Sharp Seventh.
- § 92. Octave. An Octave consists of five steps and two half-steps.

Note. — In addition to the intervals already mentioned, there are others arising out of the chromatic scale, but as they properly belong to the study of harmony, further notice of them is omitted in this work.

CHAPTER XVIII.

TRANSPOSITION OF THE SCALE.

- § 93. Preliminary remark.—It will be borne in mind that the seale is a succession of sounds, irrespective of any definite pitch, but which sounds bear one to another a fixed relation; this relation consisting in, or depending upon, the intervals or differences of pitch between them. It will also be remembered that, letters represent the absolute pitch of sounds; and that the pitch of each letter is unalterably fixed.
- § 94. When the scale begins with C, or when C is taken as one, or as the pitch of the scale, it is said to be in its Natural Position; * but the pitch may be changed, and any other letter may be taken as one, in which case the scale is said to be Transposition consists in changing the pitch, or in taking any other letter than C as one, or as the basis of the scale.
- § 95. The letter which is taken as one, is called the Key Letter, or Key Note, or simply the Key. Thus, if the scale be in its natural position, with C as one, it is said to be in the Key of C. If its pitch be changed, and D be taken as one, it is said to be in the Key of D, and so on. By the key of C, is meant that the scale is based on C, or that C is taken as one; by the key of D, is meant that the scale is based on D, or that D is taken as one, and so on.
- § 96. In transposing the seale, the proper order of intervals, must be preserved. Thus, in every key, the intervals must be as follows: between one and two, a step; between two and three, a step; between three and four, a

half-step; between four and five, a step; between five and six, a step; between six and seven, a step; and between seven and eight, a half-step.

- § 97. The interval between one letter and another is fixed, and eannot be altered. Thus, the interval is a *step* between C and D, a *step* between D and E, a *half-step* between E and F, a *step* between F and G, a *step* between G and A, a *step* between A and B, and a *half-step* between B and C.
- § 98. In the transposition of the seale, the proper order of intervals is preserved by the use of the intermediate (sharp or flat) tones: or, in other words in the transposition of the seale, it becomes necessary to omit certain tones belonging to the given key, or key from which the transposition is made, and to take from the chromatic scale such other tones as may be required to constitute the new key, or to preserve the proper order of its intervals.*



EXPLANATION. — The above diagram is designed to represent the chromatic scale, in which each interval is a half-step. The figures above, are intended to represent the scale in its natural position (key of C), C as one, D as two, &c. The figures below, are intended to represent the scale transposed into the key of D, D as one, E as two, F = as three, &c.

It will be observed, that if D be one, E must be two, because the interval between one and two must be a step; F will not do for three, because the interval between E and F is but a half-step, whereas, the interval between two and three must be a step; F therefore is omitted, and F# is taken for three. Between three and four, the interval must be a half-step; and the interval between F# and G is a half-step; G, therefore, is four. Between four and five, the interval must be a step, and the interval between G and A is a step; A, therefore, is five. Between five and six, the interval must be a step, and the interval between A and B is a step; B, therefore, is six. Between six and seven, the interval must be a step; but as the interval between B and C is but a half-step, C will not do for seven; C# is therefore taken for seven, and the proper interval is thus obtained. Between seven and eight, the interval must be a half-step and the interval between C## and D is a half-step; D, therefore, is eight

CHAPTER XIX.

TRANSPOSITION OF THE SCALE BY FIFTHS.

§ 99. First transposition of the scale by fifths: from C to G.

^{*} The term natural, as here used, has only reference to the characters by which the scale is represented, not to the scale itself, since the scale itself is just as natural in any other key as it is in C. (See note on page 13.)

^{*} The difficulty, in transposition, consists in the transfer of the absolute pitch of sounds, to the relative pitch of the scale.

- § 100. To preserve the proper order of intervals between six and seven, and between seven and eight in this transposition, it is necessary to take F# as seven in the new key.
- § 101. The sign of F# (#) is placed at the beginning of the staff, or immediately after the clef, and is called the Signature (sign) of the key. Thus, the signature to the key of G, is One Sharp, or F#. The signature to the key of C is said to be Natural.

EXPLANATION.—On the upper staff, in the above diagram, the seale is represented in the key of C. The distances of the notes, one from another, represent the different intervals, as steps and half-steps. On the lower staff G is taken as one, A as two, B as three, C as four, D as five, E as six; and thus far the intervals are right. But as the interval between six and seven must be a step, it is seen at once, that F will not do for seven, because the interval between E and F, is but a half-step; 't becomes necessary, therefore, to take the intermediate tone, F#, for seven, and this gives the proper interval between six and seven, viz., a step. The interval between F# and G being a half-step, G is taken as eight, and the scale is complete in the key of G, thus—

step. step.

Note.—No illustration of the transposition of the seale by diagrams, or which is in any way presented to the eye, can be fully satisfactory, or cause this subject to be practically understood. It can only be thoroughly taught by audible examples, or vocal or instrumental elucidations.

CHAPTER XX.

RELATION OF TONES. TONE OF TRANSPOSITION.

§ 102. Tones are said to be related as follows: if C be one, D is two, E is three, &c.; or, D is two, considered in respect to its relation to C as one; so, also, E is three, F is four, G is five, A is six, and B is seven.

And again: C\(\pm\) is sharp one, D\(\pm\) is sharp two, F\(\pm\) is sharp four, G\(\pm\) is sharp five, and A\(\pm\) is sharp six, when considered in relation to C as one.

And again: Db is flat two, Eb is flat three, Gb is flat five, Ab is flat six, and Bb is flat seven, when considered in relation to C as one.

§ 103. The intermediate tone required in transposition, is called The Tone of Transposition, or, (in written music) The Note of Transposition. Thus, the tone or note of transposition between the keys of C and G is F#.

§ 104. It will be observed that, in the foregoing transposition from C to G, the pitch of the scale has been removed a fifth; and that the intermediate tone F#, or sharp four, has been found necessary to preserve the proper order of the intervals; hence the following rule: "Sharp four transposes the scale a fifth;" or, "The tone of transposition, between any key and its fifth, is sharp four."

CHAPTER XXI.

TRANSPOSITION OF THE SCALE BY FIFTHS, CONTINUED.

§ 105. Second transposition of the scale by fifths; from G to D.

- § 106. To preserve the proper order of intervals between six and seven, and between seven and eight in this transposition, it is necessary to take C = as seven in the new key.
- § 107. The sign of C# (#) is placed at the beginning of the staff, a little to the right of the previous sharp, and the two sharps (F# and C#) are taken together as the sign of the key, or as the signature.



* Or a fourth below.



Note.—An explanation of the above diagram is supposed to be unnecessary, as it would be similar to that at § 101.

§ 108. Third transposition of the scale by fifths, from D to A. G# is sharp four to D. G#, therefore, is the next sharp introduced.



§ 109. Fourth transposition of the scale by fifths; from A to E. D# is sharp four to A. D#, therefore, is the next sharp.



§ 110. Fifth transposition by fifths; from E to B. A# is sharp four to E.



§ 111. Sixth transposition by fifths; from B to F#. E# is sharp four to B:



§ 112. Seventh transposition by fifths; from F# to C#. B# is sharp four to F#.



§ 113. Eighth transposition by fifths; from C# to G#. F Double Sharp (written thus: Fx,) is sharp four to C#.



§ 114. The scale may be still further transposed by fifths: to the key of D#, with nine sharps (two double sharps); to the key of A#, with ten sharps (three double sharps); to the key of E#, with eleven sharps (four double sharps); to the key of B#, with twelve sharps (five double sharps), and so on.

NOTE 1.—The key of B# is the same to the ear as the key of C. The difference is not in the thing itself, but merely in the sign.

NOTE 2.—The keys beyond F# (six sharps) are but seldom used, as the same variety may be more easily obtained in transposition by flats. The keys beyond E (four sharps) are seldom used in church music.

CHAPTER XXII.

TRANSPOSITION OF THE SCALE BY FOURTHS.

§ 115. First transposition of the scale by fourths; from C to F.

§ 116. To preserve the proper order of intervals between three and four, and between four and five in this transposition, it is necessary to take Bb as four in the new key. Bb is, therefore, the signature to the key of F.

EXAMPLE. KEY OF F.





Note.—An explanation of the above diagram would be so similar to that at § 103, that it is supposed to be unnecessary. It will be observed that B₂ is taken for four, and not A=, because the scale must always proceed from one letter to another; A= cannot follow A, in the diatonic scale.

§ 117. It will be observed that, in the foregoing transposition from C to F, the pitch of the scale has been removed a fourth;* and the intermediate tone, Bb, or flat seven, has been found necessary to preserve the proper order of the intervals. Hence the following rule: "Flat seven transposes the scale a fourth;" or, "The tone or note of transposition, between any key and its fourth, is flat seven.

§ 118. Second transposition of the scale by fourths; from F to Bb.

§ 119. To preserve the proper order of intervals between three and four,

and between four and five in this transposition, it is necessary to take Eb as four in the new key.

§ 120. The sign of Eb (b) is placed a little to the right of the previous flat, and the two flats are taken as the signature.

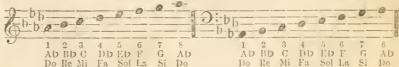


§ 121. Third transposition of the scale by fourths; from Bb to Eb. Ab is flat seven to Bb. Ab, therefore, is the next flat introduced.



122. Fourth transposition of the scale by fourths; from Eb to Ab. Db is flat seven to Eb. Db, therefore, is the next flat introduced.





§ 123. Fifth transposition by fourths; from Ab to Db. Gb is flat seven to Ab.



* A fifth below.

§ 124 Sixth transposition by fourths; from Db to Gb. Cb is flat seven to Db.

EXAMPLE. KEY OF Gb. (Same as F=.)



§ 125. Seventh transposition by fourths; from Gb to Cb. Fb is flat seven to Gb.

EXAMPLE. KEY OF Cb. (Same as B.)



§ 126. Eighth transposition by fourths; from Cb to Fb. B DOUBLE FLAT (written B²²) is flat seven to Cb.

EXAMPLE. KEY OF Fb. (Same as E.)



§ 127. The seale may be still further transposed by fourths: to the key of $B^{\frac{1}{22}}$, with nine flats (two double flats); to the key of $E^{\frac{1}{22}}$, with ten flats (three double flats); to the key of $A^{\frac{1}{22}}$, with eleven flats (four double flats); to the key of $D^{\frac{1}{22}}$, with twelve flats (five double flats); and so on.

NOTE 1.—The key of Dbb is the same to the ear as the key of C. The difference is not in the thing itself, but merely in the sign.

Note 2.—The keys beyond GD (six flats) are but seldom used, as the same variety may be more easily obtained in transpositions by sharps. The keys beyond AD (four flats) are seldom used in church music.

CHAPTER XXIII.

MINOR SCALE.

§ 128. In addition to the scale as explained at Chapter 11, there is another diatonic scale, differing from that in respect to its intervals, called the Minor Scale. The former scale is called Major.

§ 129. The intervals in the minor scale are as follows: between one and two a step; between two and three, a half-step; between three and four, a step; between four and five, a step; between five and six, a half-step; between six and seven, a step and a half-step; and between seven and eight, a half-step.

EXAMPLE. MINOR SCALE.



Note.—There are also other forms of the minor scale, but it is not considered necessary to explain them since it can be of no practical importance to the singer; the person who can sing the scale in the form here given, or rather who has made some little progress in the practice of the chromatic scale, will find no difficulty in any form of the minor scale.

§ 130. The minor scale, in its first or natural position, commences with A, or A is taken as one, as in the above example.

§ 131. When the major and minor scales have the same signature, they are said to be related. Thus the key of C major is the relative major to A minor; and the key of A minor is the relative minor to C major.

§ 132. The relative minor to any major key is found a sixth above it, or is based upon its sixth; and the relative major to any minor key is found a third above it, or is based upon its third.

 \S 133. The letters and syllables correspond in the major and its relative minor. Thus, the syllable Do, is applied to C in both cases, although it is one in the major, and three in the minor scale, &c.

DYNAMICS.

CHAPTER XXIV.

DYNAMIC DEGREES.

§ 134. A tone which is neither loud or soft, is a medium, or middle tone; it is called Mezzo (pronounced met-zo, or mate-zo), and is marked m.

§ 135. A tone somewhat softer than metzo, is a soft tone; it is called Piano (pronounced pee-an-o), and is marked p.

§ 136. A tone somewhat louder than metzo is a loud tone ; it is called Förte, and is marked f.

§ 137. A tone somewhat softer than piano, yet so loud as to be a good audible sound, is called Pianissimo (pronounced pec-an-is-si-mo), and is marked pp.

§ 138. A tone somewhat louder than forte, but not so loud as to degenerate into a scream, is called Fortissimo, and is marked ff.

Note.—Mezzo, Piano and Forte, are Italian words, which, by long usage, have become technical terms in music, and are used by all nations.

CHAPTER XXV.

DYNAMIC TONES.

§ 139. Organ Tone. A tone commenced, continued, and ended, with an equal degree of power, is called an Organ Tone.

§ 140. Crescendo. A tone commencing soft, and gradually increasing to loud, is called Crescendo. (Cres. or)

§ 141. DIMINUENDO. A tone commencing loud, and gradually diminishing to soft, is called DIMINUENDO. (Dim. or)

§ 142. Swell. An union of the erescendo and diminuendo, produces the Swelling Tone, or Swell.

§ 143. Pressure Tone. A very sudden crescendo, or swell, is called a Pressure Tone. (< or <>)

§ 144. Expulsive or Explosive Tone. A tone which is struck suddenly and forcibly, and instantly diminished, is called an Expulsive, or Explosive Tone; also Forzando, or Sforzando. (> or sf. fz.)

Note.—The proper application of dynamics, constitutes the form of musical expression.

CHAPTER XXVI.

MISCELLANEOUS SIGNS OR CHARACTERS.

§ 145. Passing Notes. Notes of comparatively small size are often used called Passing Notes.

Note.—Passing notes are used to represent tones that do not e sentially belong to a meloay, but which are regarded as tasteful or ornamental.

§ 146. Apprograture. When a passing note precedes an essential note, on an accented part of the measure, it is called an Apprograture.

§ 147. After Note. When a passing note follows an essential note, on an unaccented part of a measure, it is called an After Note.

EXAMPLES.

APPOGGIATURE.



§ 148. Shake or Trill. The Shake (tr) consists of a rapid alternation of two sounds. It should be cultivated by those who would acquire smoothness and flexibility of voice.

EXAMPLE.



§ 149. Turn. The Turn consists of a principal sound, with the sounds next above and below it. It should be performed with care and neatness, but not too quick. Its sign is (*).



§ 150. Legato. When a passage is performed in a close, smooth, and gliding manner, it is said to be Legato.



§ 151. STACCATO. When a passage is performed in a pointed, distinct, and articulate manner, it is said to be STACCATO.



- § 152. Tie. A character, called a Tir., is used to show how many notes belong to one syllable. It is also used to denote the the legato style.
- § 153. Pause. When the duration of a tone, is to be prolonged beyond its usual time, a character called a Pause is placed over the note by which it is represented.

- § 154. Double Bar, A Double Bar or shows the end of a strain of music, or of a line of the poetry.
- § 155. Brace. A Brace is used to connect the staves on which the different parts are written.
- § 156. DIRECT. The DIRECT (~) is sometimes used at the end of a staff, to show on what degree of the following staff the first note is placed.

CHAPTER XXVII.

EXPRESSION OF WORDS, AND MISCELLANEOUS DIRECTIONS.

§ 157. Tonic Sounds. The tonic (vowel) sounds only should be sustained in singing. It is on these alone that the voice should dwell. They should be delivered with accuracy, and earefully prolonged, without being changed. To insure this, the vocal organs should be immovably fixed from the beginning to the end of a tone; not the least change should be allowed in the position of the throat, mouth, or tongue; nor indeed of the head or body.

It is a very eommon fault for singers to change the tonic sounds, and dwell not on the radical, but on the vanish or closing sound; thus a becomes e; o oo; &c. In the word "great," for example, instead of dwelling steadily upon the tonic sound a, the singer changes it to e, and that which should be grea - - - - , becomes grea - - - - - t; so also in the syllable applied to Two—let it be Ra - - - e, and not Ra - e - - - - - e.

- § 158. Consonants. Articulation is essentially dependant on the consonants. These should, therefore, receive very particular attention, and be delivered quickly, smartly, distinctly, and with the greatest precision. The neglect of a careful utterance of the consonants, is often a principal cause of indistinctness in singing.
- § 159. Accent. Accent is as important in singing as in speaking. If the poetry be regular in its construction, and is properly adapted to the music, the accentuation of the two will correspond. If otherwise, that of the former must, in general, be attended to, and the musical accent made to conform to it.
- § 160. Pause. Pauses, especially rhetorical pauses, are essential to good singing. In general, when necessary, they must be obtained, not by an interruption of rhythmic divisions, as is the case in the use of the character called a pause. But by shortening the preceding note; thus:



- § 161. Emphasis. Emphatic words should be given with greater or less power, often with sf., and without reference to rhythmic accent. In common psalmody its application is difficult, from the frequent want of a proper adaptation of the poetry to the music, or rhythmic appropriateness of one to the other. The effect of emphasis may often be increased by a momentary pause. (See § 160.)
- § 162. Opening of the mouth. The mouth should, in general, be freely opened. It is very common for singers not to open their mouth sufficiently wide to give a free and full passage to the sound.
- § 163. Taking Breath. (1) In taking breath, make as little noise as possible.
- (2) Let it be done quickly, and without any change in the position of the mouth.

(3) Never breathe between the different sylables of the same word.

- (4) When several notes come together, to one syllable, do not breathe between them, except in long running passages, or divisions where it cannot be avoided.
- (5) Words which are intimately connected in sense, as the article and its noun, or the preposition and its noun, should not be separated by taking breath.
- (6) The practice of breathing at a particular part of the measure, or of rhythmic breathing, should be avoided.

(7) Take breath no more frequently than is necessary.

- (8) Exercises on the explosive tone (fz. or sf.) will assist in acquiring the art of taking breath.
- § 164. QUALITY OF TONE. The most essential qualities of a good tone, are purity, fullness, firmness, and certainty
- (1) A tone is Pure, or clear, when no extraneous sound mixes with it; IMPURE, when something like a hissing, screaming, or huskiness is heard. Impurity is often produced by an improper position of the mouth.
- (2) A tone is full, when it is delivered in a free and unconstrained use of the appropriate organs of sound. A tone is faint, when it is produced by a careless or negligent use of the organs.

- (3 and 4) A tone is FIRM and CERTAIN, which, being correctly given, is held steadily, without change: and which seems to be perfectly under the control of the performer. Hence, the following are faults, viz:—
- (1) Striking below the proper sound and sliding up to it, as from five to eight, &c.

(2) A wavering, or trembling of the voice.

- (3) A change just at the close of the tone, produced by a careless relaxation of the organs, which should always be held firm and immovable in their proper position, until the sound ceases.
- § 165. To correct faults. Whenever the teacher discovers a fault, let him first imitate it himself, and afterwards give the true style of performance; then let him require the pupil to imitate both the bad and the good example. It is not sufficient for the teacher to say that a certain fault exists, he must actually point it out, or exhibit it by his own performance, and this over and over again, until the pupil obtains a clear perception of it, and knows both low to produce it, and how to avoid it.
- § 166. In all vocal performances, attend to the spirit of the words. Enter into those emotions which are expressed by the poetry. Avoid a dull, heavy, umneaning, unfeeling, automaton-like style of performance, and cultivate that which comes from the heart, which has some soul, some meaning, and which is appropriate to the words and music. The composer does but furnish the mere skeleton, and it depends upon the performer to say whether that inanimate form shall live, and breathe, and move, so as to take deep hold of the affections and control the feelings of others, thus producing the effects for which music is designed, and for which it is so admirably adapted.

ILLUSTRATIONS AND PRACTICAL EXERCISES.

Note. The following exercises are gradually progressive. They have been prepared with reference to such persons as are beginning to learn to read music, or to sing by note or from written characters, whether children or adults. They are intended particularly for singing schools, and are equally well adapted to the wants of the teacher who pursues either the inductive or preceptive method of teaching, or who unites in his practice both of these methods, according to the circumstances of his class. They are designed both as illustrations, and also as practical exercises to be sung by the pupils as they proceed from step to step in their work. Previous illustrations or exercises of a more simple character may be required, but these every good teacher will be able to write upon the board at the instant when they are wanted.

But there is another important view in which we desire to present these lessons. They are so arranged as to constitute in themselves, a complete practical system or method of teaching, independent of the investigations of the inductive teacher on the one hand, and of the a priori rules of the preceptive teacher on the other, and they may be pursued without reference to the axioms, explanations or definitions laid down in this or any other book. The class, therefore, which is ready to begin to learn to read music, may begin at once in the use of these lessons; this mode of teaching, which will be new to many, (and it may be made an excellent onc,) we will attempt very briefly to describe.

The class being ready to receive instruction, the first step on the part of the teacher may be to write on the board the first lesson, or a similar one. This being done he calls the attention of the class, and pointing to the notes, he sings do, do, re, re, or as the lesson may be. After a few repetitions so that he may be perfectly understood, he requires the class to do the same thing, or to sing the lesson as he has done, he pointing to the notes as before; and this without any naming of characters, or pointing out their use, or previous explanations whatever. After a few lessons in this way from the board, he may proceed in a similar manner in the use of the printed exercises contained in the book; gradually and as it were, incidentally explaining the uses of different characters, and giving them their appropriate names. This describing and naming of characters, however, should always be an after and not a fore work; it should not receive attention until the practical part which has preceded it is quite well understood; and even then it is never to be regarded as a very important part of the teacher's work, which should consist mainly in teaching his pupils to sing the lesson; they looking at the notes or characters while they sing; for by looking they will learn. Let this course be gradually pursued, and it will be found one of the shortest and most certain singing school methods.

We do not mean, however, to recommend it to the neglect of those before mentioned. The best teacher will not be confined to any particular previously laid out plan, but will from the different methods make out one of his own; not indeed one that is stereotyped and unalterable, but one that he may modify and adapt to the varying wants and circumstances of his different classes.

But whatever may be the method of the teacher, if he teaches the commonly received principles of music, and of musical notation, he will find the following lessons adapted to his purpose; since these universally received principles of music are here gradually developed and illustrated.



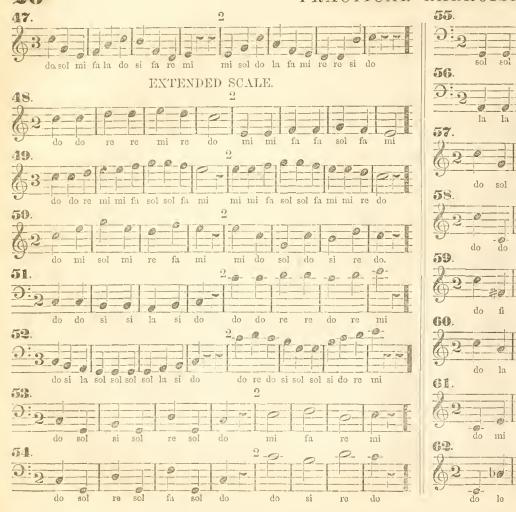




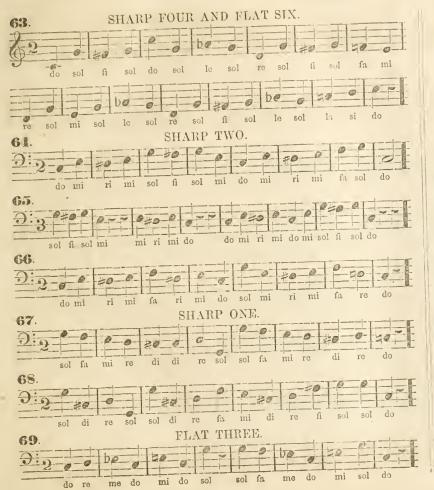




PRACTICAL EXERCISES.





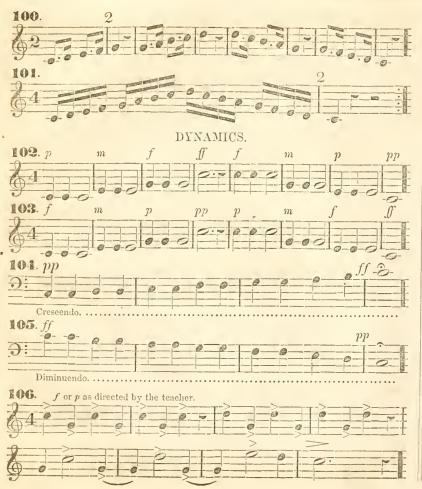








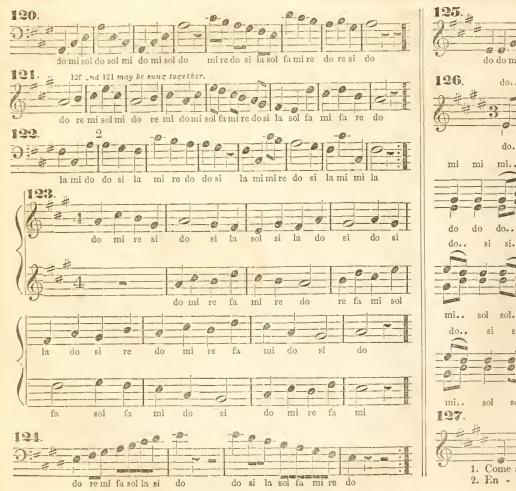








PRACTICAL EXERCISES.





















PRACTICAL EXERCISES.



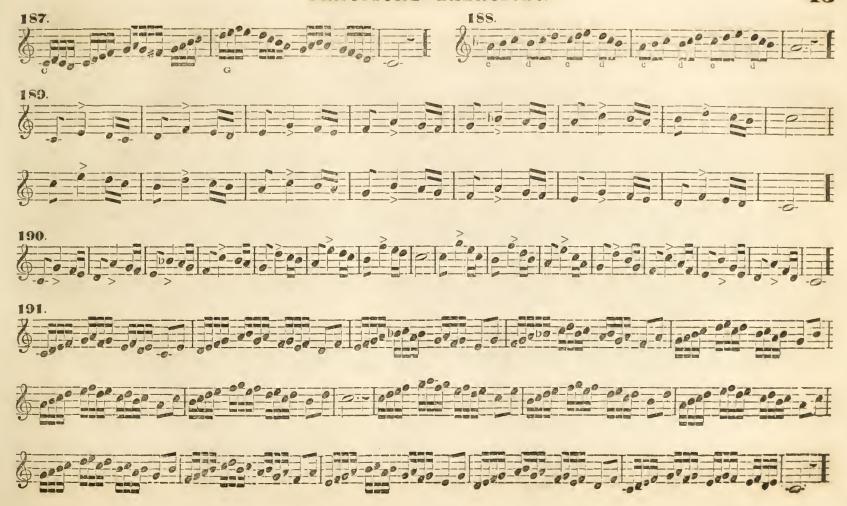


PRACTICAL EXERCISES.





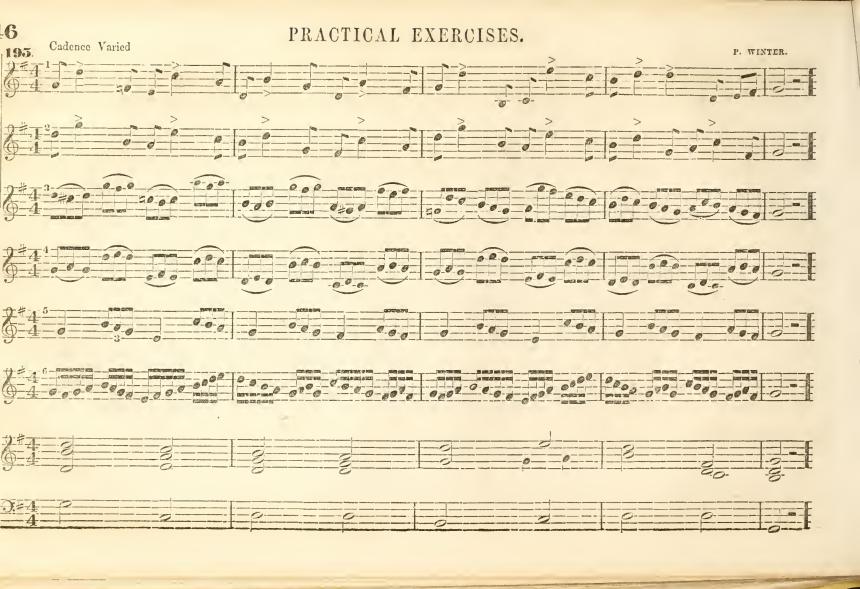














Great is the Lord, and with great praise To be ad - van-eed still With - in the ei - ty of our Lord, Up - on his ho - ly hill.

ST. DAVID. C. M.

From PLAYFORD'S Psalter, 1671.



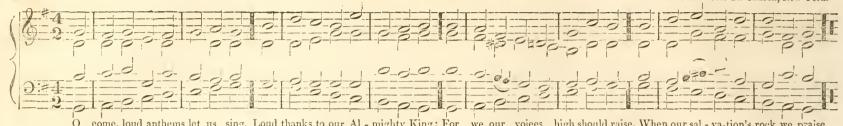
All laud and praise, with heart and voice, O Lord, I give to thee, Who dilst not make my foes re-joice, But hast ex-alt-ed me.

IOWA. S. M.



1. Thy name, al - migh - ty Lord, Shall sound thro' dis-tant lands; Great is thy grace, and sure thy word; Thy truth for - ev - er stands.

2. Far be thine hon - or spread, And long thy praise en - dure, Till morning light, and eve - ming shade, Shall be ex-changed no more.



O come, loud anthems let us sing, Loud thanks to our Al - mighty King; For we our voices high should raise, When our sal - va-tion's rock we praise

* From Root & Sweetser's Collection of Church Music, by permission.



Great God to thee, my evening song With humble grat - i - tude I raise; Oh, let thy mercy tune my tongue, And fill my heart with live-ly praise

DYONISIUS. 7s.

Arranged from Gregorian Tonc VIII., by L. MASON.





1. Ho-liest breathe an ev'-ning blessing, Ere re-pose our spir-its seal; Sin and want we come con-fess-ing, Thou canst save and thou canst heal.

2. Tho' the night be dark and drea-ry, Darkness can not hide from thee; Thou art he who nev-er wea-ry, Watchest where thy people be.



3. Tho'de - strue-tion walk a - round us,
4. Should swift death this night o'ertake us,

[7]

The the ar - row past us fly; An-gel guards from thee sur-round us, We are safe when thou art nigh. And our couch be - come our tomb, May the morn in heav'n a - wake us, Clad in light and death - less bloom.

TALLIS' CANON. L. M.

Abridged by Ravenscroft, 1621, from Parker's Psalter, 1561. Rev. W. H. Havergal's copy.



EXPLANATION OF MUSICAL TERMS.

A; an Italian preposition, meaning to, in, by, COMODO, or COMMODO; in an easy and unre- [IMPRESSARIO; the conductor of a concert. ACCELERANDO; accelerating the time, gradu-CON AFFETTO; with expression. ally faster and faster.
ADAGIO, or ADASIO: slow. ADAGIO ASSAI, or MOLTO; very slow. AD LIBITUM; at pleasure. AFFETUOSO; tender and affecting. AGITATO; with agitation. ALLA CAPELLA; in church style. ALLEGRETTO; less quick than Allegro. ALLEGRO; quick. ALLEGRO ASSAI; very quick. ALLEGRO MA NON TROPPO; quick, but not CON JUSTO; with chaste exactness. AM ABILE; in a gentle and tender style. AMATEUR; a lover but not a professor of music. CORO; chorus.

AMEN: so be it; pronounced, in singing, Ah-men. DA; for, from, of, AMOROSO, or CON AMORE; affectionately, DA CAPO; from the beginning. ANDANTI ; gentle, distinct, and rather slow, yet

ANIMATO, or CON ANIMA; with fervent, ani- DEVOZIONE; devotional. mated expression.

ANIMO, or CON ANIMO; with spirit, courage,

ANTIPHONE; music sung in alternate parts.

ARDITO; with ardor and spirit. ARIOSO; in a light, ziry, singing manner.

A TEMPO; in time. A TEMPO GIUSTO; in strict and exact time.

BEN MARCATO; in a pointed and well-marked manner.

CADENCE; closing strain; also a fanciful extemporaneous cubellishment, at the close of FINE, FIN, or FINALE: the end.

JADENZA; same as the second use of Cadence.

CALANDO; softer and slower.

CANTABILE; graceful singing style; a pleasing, flowing melody.

CANTO; the treble part in a chorus.

CHOIR; a company or band of singers; also that FUGHETTO; a short fugue. part of a church appropriated to the singers. CHORIST, or CHORISTER; a member of a choir GIUSTO; in just and stendy time.

70L, or CON; with. COL ARCO; with the bow. GRAVE; a slow and solemu movement.

strained manner.

CON DOLCESSA; with deliency.

CONDUCTOR; one who superintends a musical LARGHETTO; slow, but not so slow as Largo. performance; same as Music Director.

CON ENERGICO; with energy. CON ESPRESSIONE; with expression, CON FUOCO; with ardor, fire.

CON GRAZIA; with grace and elegance. CON IMPETO; with force, energy.

CON MOTO; with emotion.

CON SPIRITO; with spirit, animation.

DECAN1; the priests, in contradistinction to the

lay or ordinary choristers. DECLAMANDO; in the style of declamation. ANDANTINO; somewhat quicker than Andante. DECRESCENDO; diminishing, decreasing.

DILETTANTE; a lover of the arts in general, or a lover of music.

DI MOLTO; much or very. DIVOTO: devotedly, devoutly. DOLCE; soft, sweet, tender, delicate.

DOLCEMENTE, DOLCESSA, or DOLCISSIMO. NON; not. NON TROPPO; not too much.

DOLENTE, or DOLOROSO; mournful. DOLOROSO; in a plaintive, mournful style.

ELEGANTE; elegance. BRILLANTE; brilliant, gay, shining, sparkling, ENERGICO, or CON ENERGIA; with energy. PASTORALE; applied to graceful movements in ESPRESSIVO; expressive.

FORZANDO, FORZ, or FZ.; sudden increase of PlU; more. PlU MOSSO; with more motion.

power. or sustains, in its several parts, throughout, the subject with which it commences, and POCO; a little. POCO ADAGIO; a little slow. which is often led off by some one of its parts. POCO A POCO; by degrees, gradually.

FUGATO; in the fugue style.

GRAZIOSO: smoothly, gracefully.

CON DOLORES 1, with delicacy.

CON DOLORE, or CON DUOLO; with mournful expression.

LAMENTEVOLE, LAMENTANDO, LAMENRECITATIVE; in the style of recitative.
RECITATIVE; musical declamation

LARGHISSIMO : extremely slow. LARGO: slow.

LEGATO: close, gliding, connected style, LENTANDO; gradually slower and softer. LENTO, or LENTAMENTE; slow.

MA; but. MAESTOSO; majestic, majestically.

MAESTRO DI CAPELLA; chapel master, or conductor of church music. MARCATO; strong and marked style.

MESSA DI VOCE; moderate swell.

rately, in moderate time. MOLTO; much or very.

MOLTO VOCE; with a full voice. MORENDO; gradually dying away.

MORDENTE; a beat, or transient shake. MOSSO; emotion. MOTO: motion. ANDANTE CON MOTO quicker than Andante.

ORCHESTRA: a company or band of instru- TACE, or TACET; silent, or be silent. mental performers; also that part of a theatre TARDO; slow. occupied by the band.

fingers.

PORTAMENTO; the minner of sustaining and VIVACE; quick and cheerful.

conducting the voice from one sound to an-

PRECENTOR; conductor, leader of a choir PRESTO: quick.

IPRESTISSINO; very quick.

RALLENTANDO; or ALLENTANDO, or SLEN-TANDO; slower and softer by degrees. LACRIMANDO, or LACRIMOSO; mournful, pa | RECITANDO; a speaking manner of perform

denly increasing in power. < RITARDANDO · «lackening the time.

SEMPLICE; charte, simple. SEMPRE; throughout, always, as SEMPRE

FORTE, loud throughout. SENZA; without, as SENZA ORGANO, without the organ.

SFORZANDO, or SFORZATO; with strong force or emphasis, rapidly diminishing. >

SICILIANA; a movement of light, graceful char-

SMORENDO, SMORZANDO: dying away. MODERATO, or MODERATAMENTE; mode SOAVE, SOAVEMENT; sweet, sweetly. Sce Dolce.

SOLFEGGIO; a vocal exercise. |SOLO; for a single voice or instrument.

SOSTENUTO; sustained.

SOTTO; under, below, SOTTO VOCE; with subdued voice.

SPIRITOSO, CON SPIRITO; with spirit and ani-

STACCATO: short, detached, distinct. SUBITO: quick.

TASTO SOLO; without chords. TEMPO; time. TEMPO A PIACERE; time at pleasure

TEMPO GIUSTO; in exact time. PERDENDO, or PERDENDOSI; same as Len- TEN, TENUTO; hold on. See Sostenuto.

TUTTI; the whole, full chorus. UN; a; as UN POCO, a little

FUGUE, or FUGA; a composition which repeats PIZZICATO; snapping the violin string with the VA; go on, as VA CRESCENDO, continue to in crease.

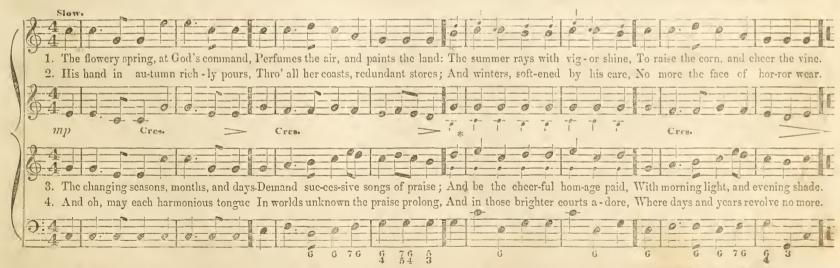
VERSE; same as Solo. VIGOROSO; bold, energetic. VIRTUOSO; a proficient in art. VOCE DI PETTO; the chest-voice. VOCE DI TESTA; the head voice.

VOCE SOLA: voice alone. VOLTI SUBITO; turu over quickly

CANTICA LAUDIS.

ALLAN. L. M.

Arranged from ROBERT SCHUMANN.



* The small notes in the third line invert the parts, and thus produce a pleasing variety. If the large notes are sung, the small notes should not be sung, and vice ver



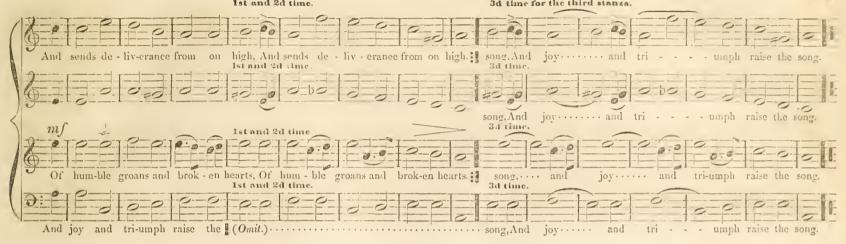




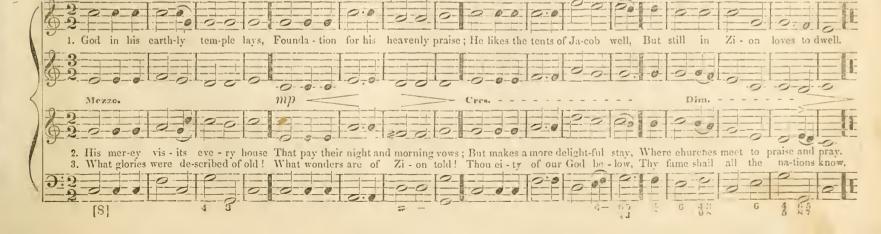


8 Save us. O Lord, from sla-vish fear. And let our hopes be firm and strong, Till thy sal - va-tion shall ap-pear,

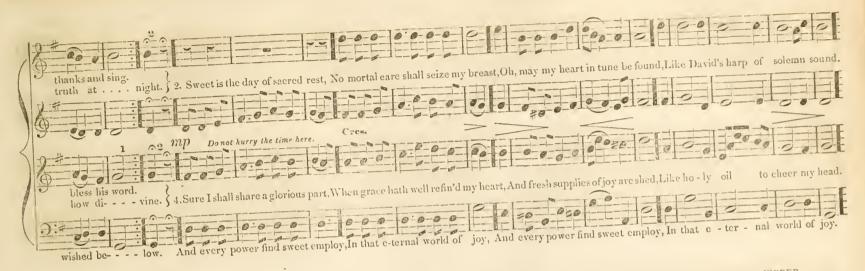


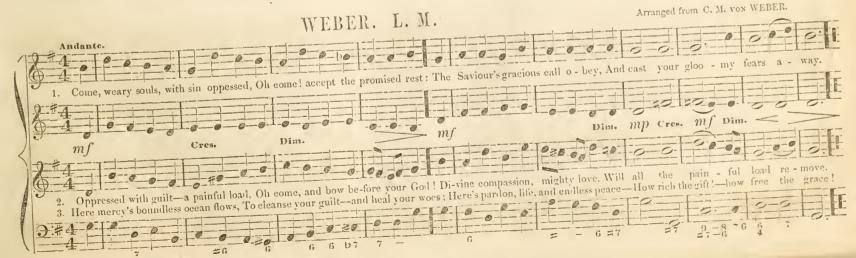


ICKTON. L. M.











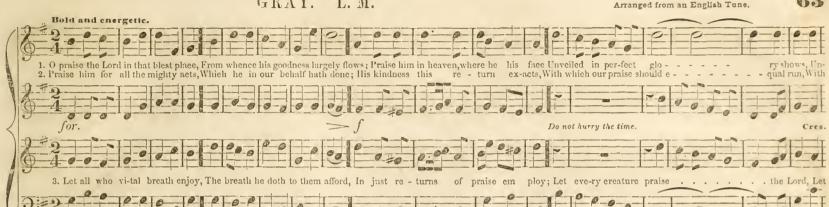












5 #4

56 65

EPPING.

65

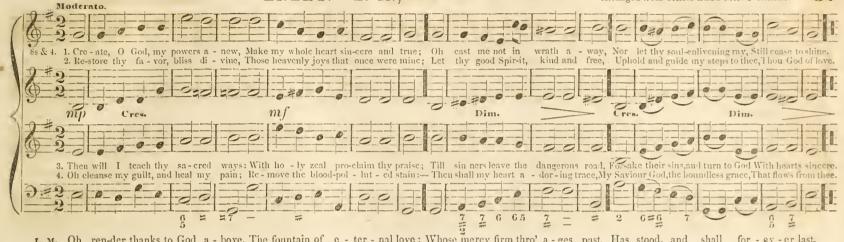
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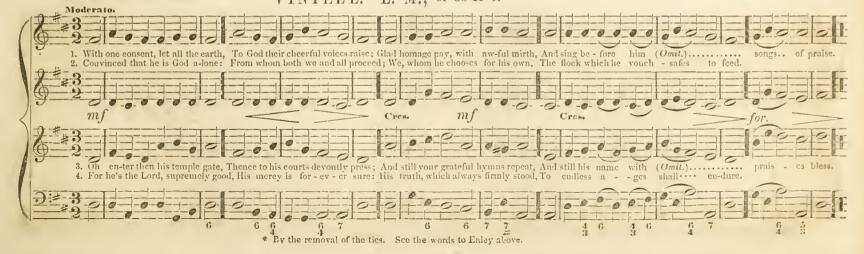








L. M. Oh ren-der thanks to God a - bove, The fountain of e - ter - nal love; Whose mercy firm thro' a - ges past, Has stood, and shall for - ev - er last. VINTELL. L. M., or 8s & 4.*







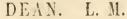


















5. The just and pure shall ever say. Thou art more pure, more just than they : But men that love re-venge shall know God hath an arm of vengeance too.

* Omit the ties in this measure, for & & 4.

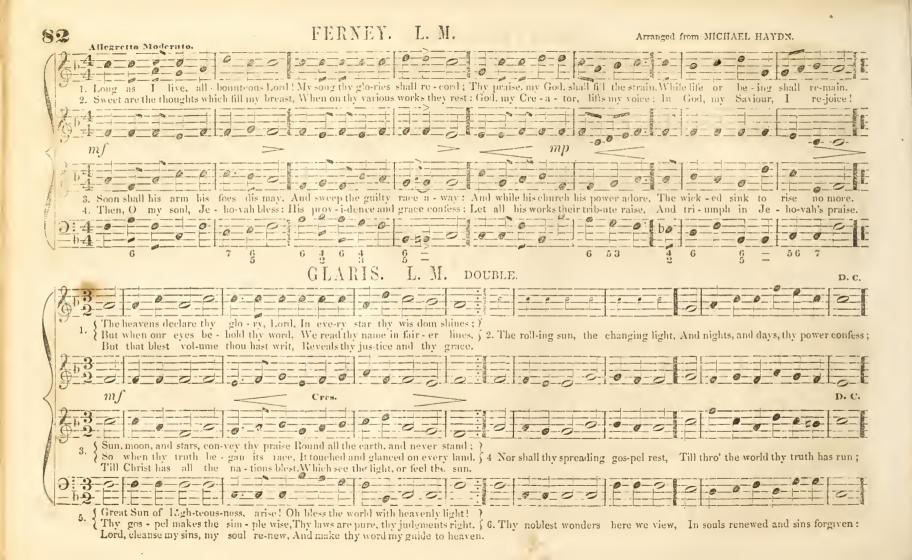


An - gels de-seend with songs a-gain, And earth re - peat the loud a - men, An - gels de-seend with songs a-gain, And earth re - peat the loud a - men.

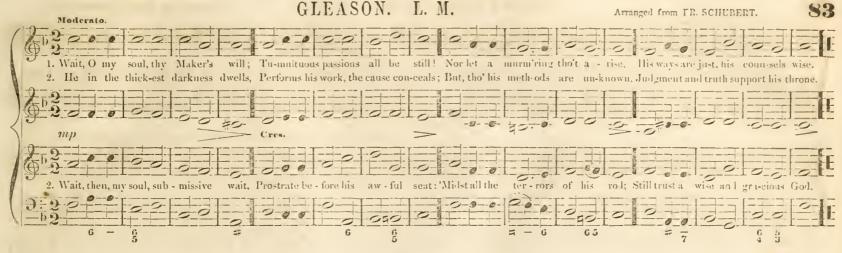












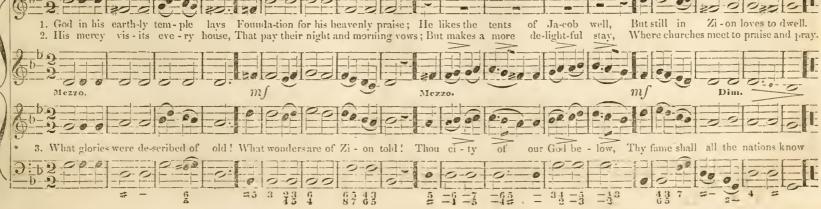
CLARENS. L. M.























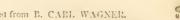
































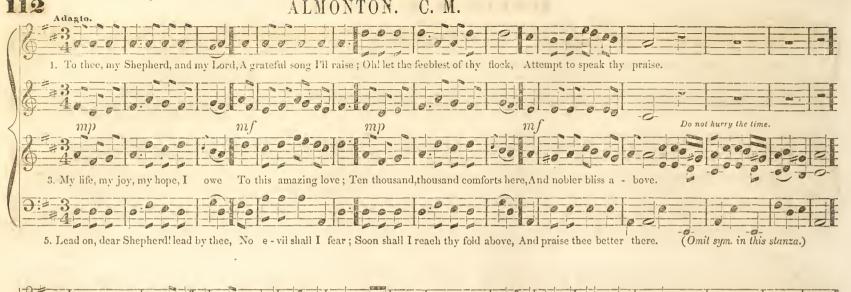
G













5. {Tormenting thirst shall leave their souls, And hunger flee as fast; }
The fruit of life's immortal tree, Shall be their sweet re - past. } 6. The Lamb shall lead his heavenly flock Where living fountains rise; And leve divine shall wipe away The sorrows of their eves





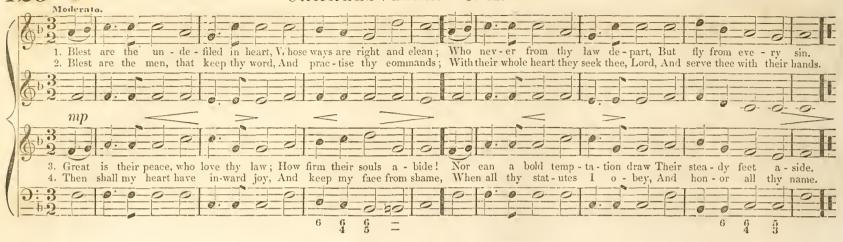




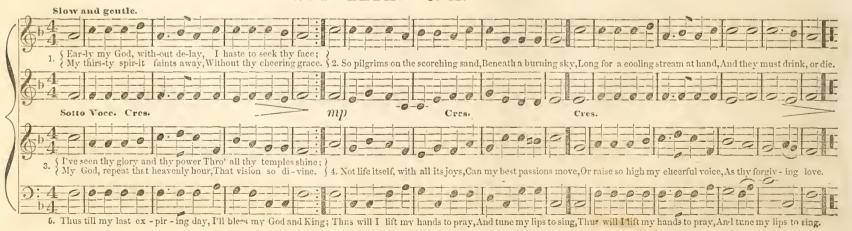








WENTLETH. C. M. DOUBLE.

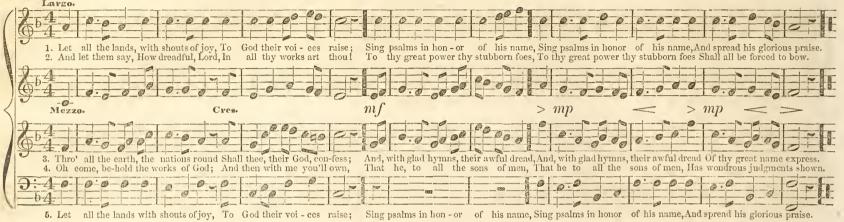




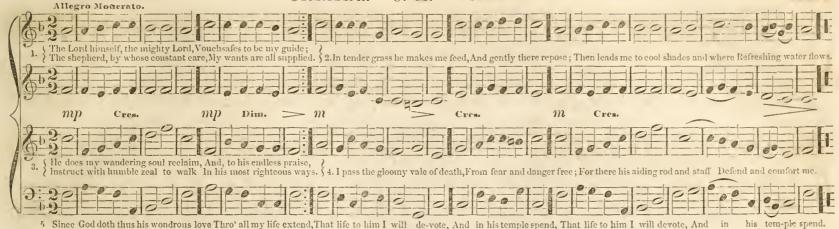








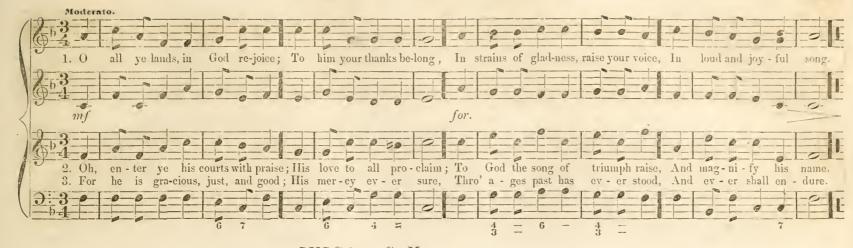




AZON. C. M. DOUBLE.

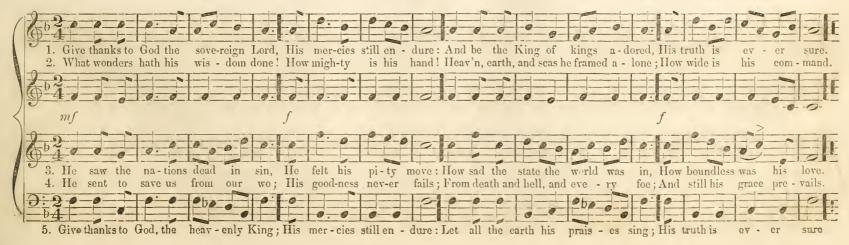




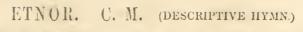


IVICA. C. M.

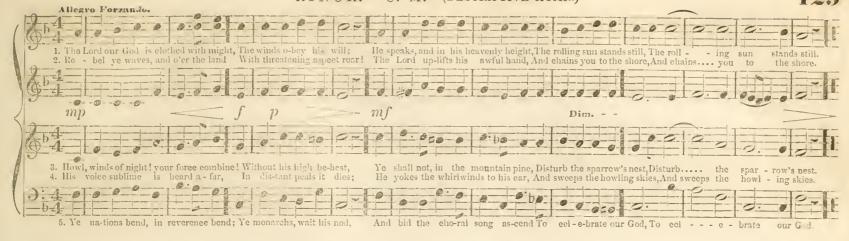
Arranged from FRANZ COMMER.









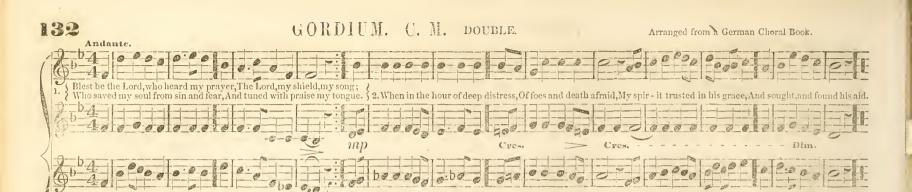


ALNEY. C. M.









5. Zi-on exalt, her cause defend; With joy her courts surround; Let showers of heavenly grace descend. And saints thy praise resound. Let showers of heavenly grace descend. And saints the praise resound. Let showers of heavenly grace descend.

The shield, the saving strength of all, Who love, and trust in thee. \ 4. Remember. Lord, thy chosen seed; Oh save from guilt and wo; Thy flocks in richest pastures feed, And guard from every foe.

ALFORD. C. M.

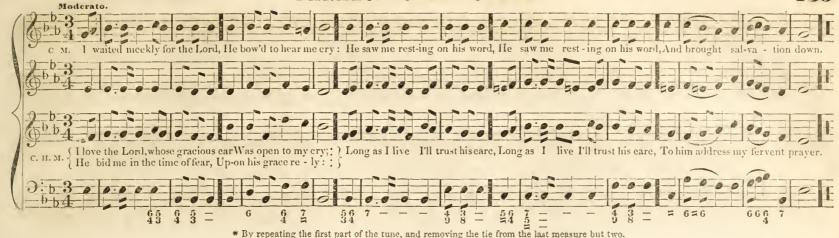
O blest Redeemer, glorious Lord! Thy shield, thy strength shall be







5.6

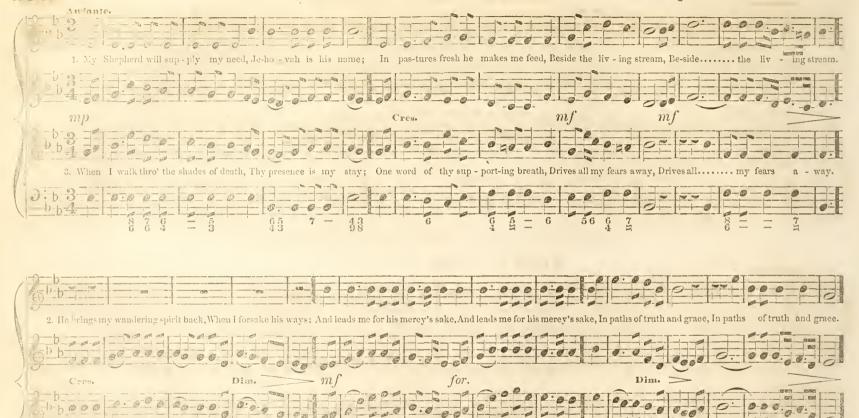




ELNAN. C. M.

7 7 6

~=

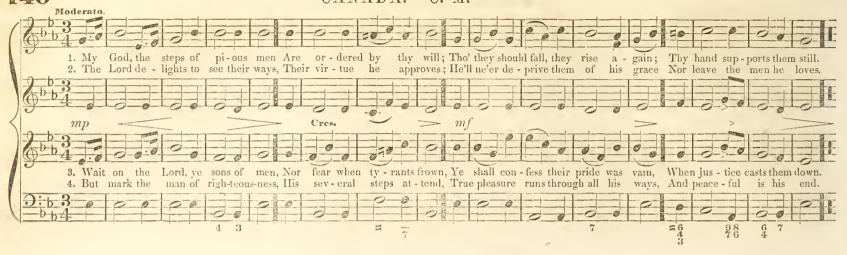


4. The sure provisions of my God, Attendme all my days; Oh may thy house be mine abode, Oh may thy house be mine abode, And all my work be praise, And all... my work be praise.



43 65 6 7

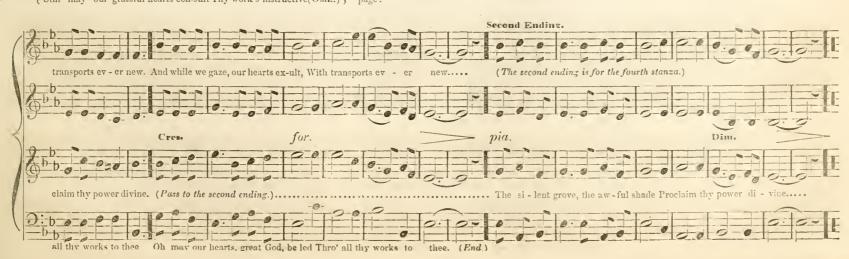




NUMIDIA. C. M.

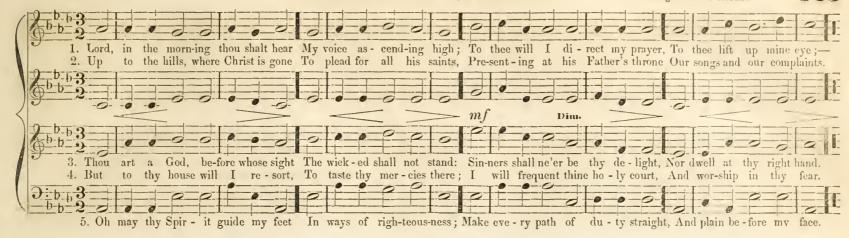


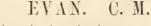


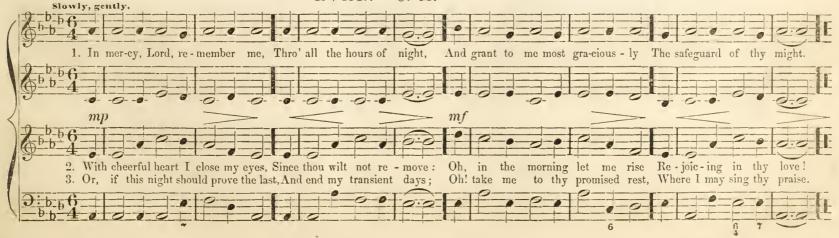




* By repeating the first part of the tune, and removing the tie from the last measure but one.

































LEONORE. S. M.

Arranged from BEETHOVEN.

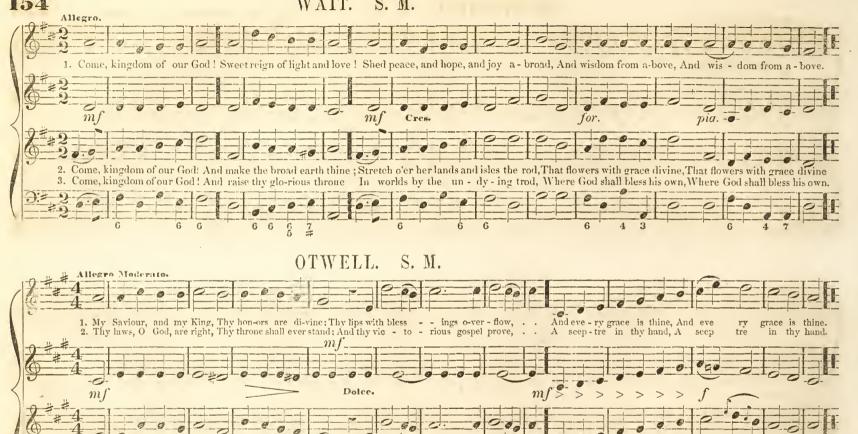




S. M. WAIT.

3. Now make thy glo-ry known, Gird on thy powerful sword, And ride in maj - - es-ty to spread . .

4. Strike thro' thy stubborn foes, Or make their hearts obey, While justice, meek - ness, grave, and truth,



7 65

The conquests of thy word. The con - quests of thy word.

S=7

56

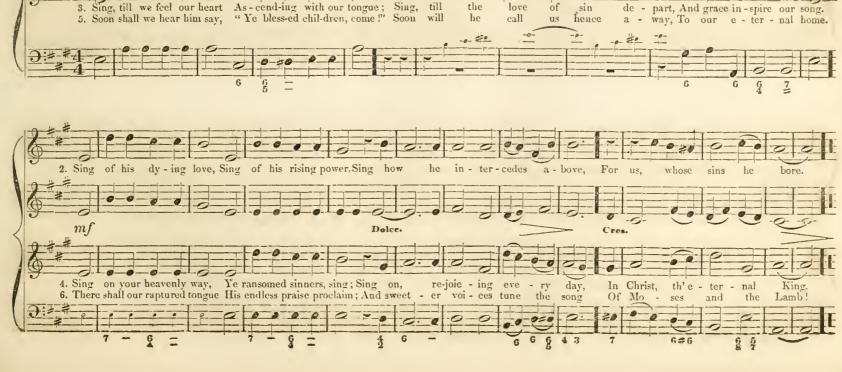
glo-rious wav.

At - tend thy glo-rious way, At - tend

3ds and 8vs.



for.



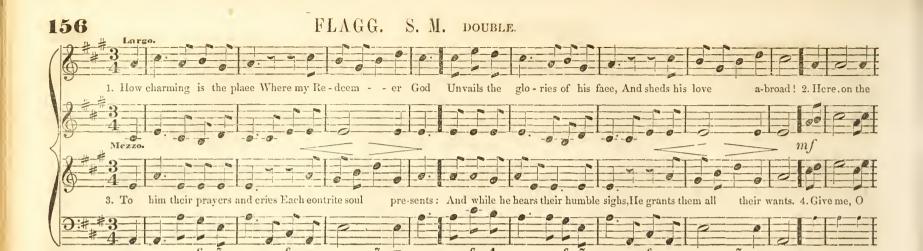
CONWELL. S. M. DOUBLE

Dolce. mp

1. A-wake, and sing the song Of Mo-ses and the Lamb! Wake eve - ry

& Allegretto.

for.



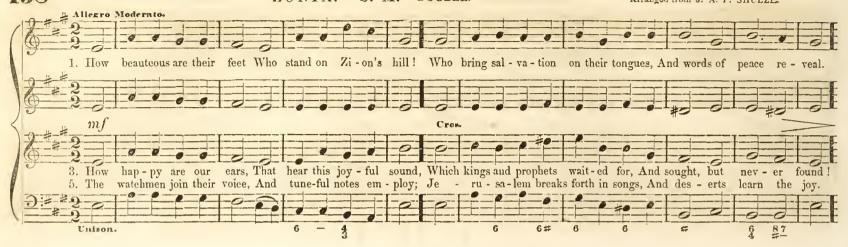




Moderate.

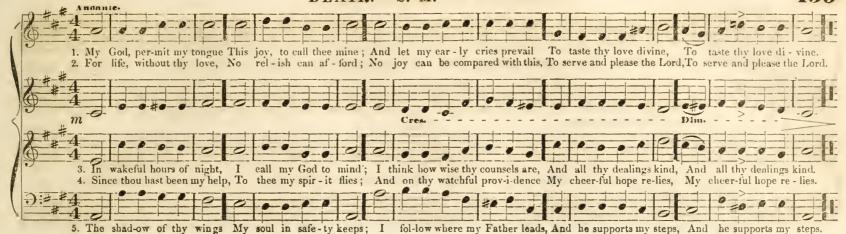
mf

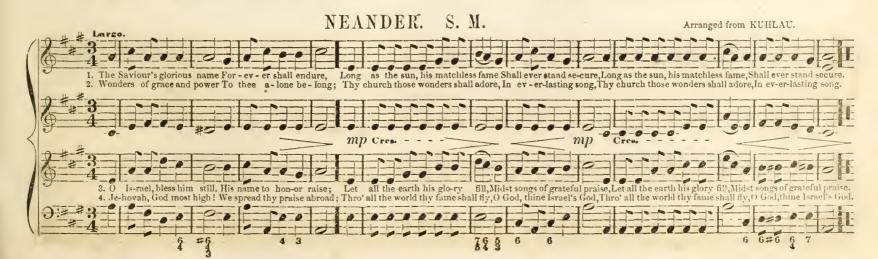
Unison.















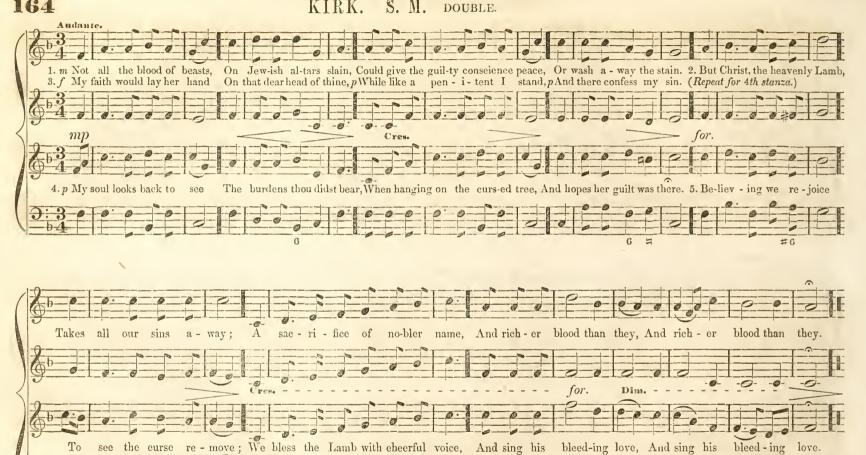




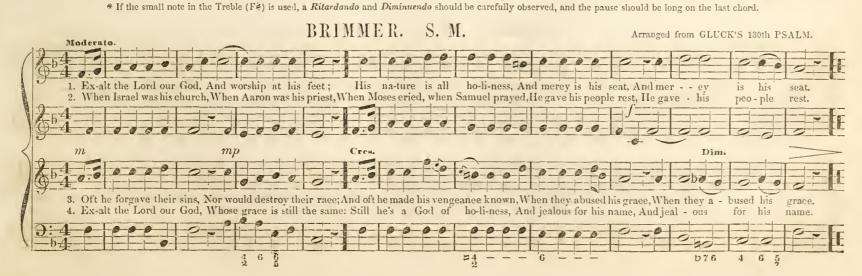


6.5

Unison.



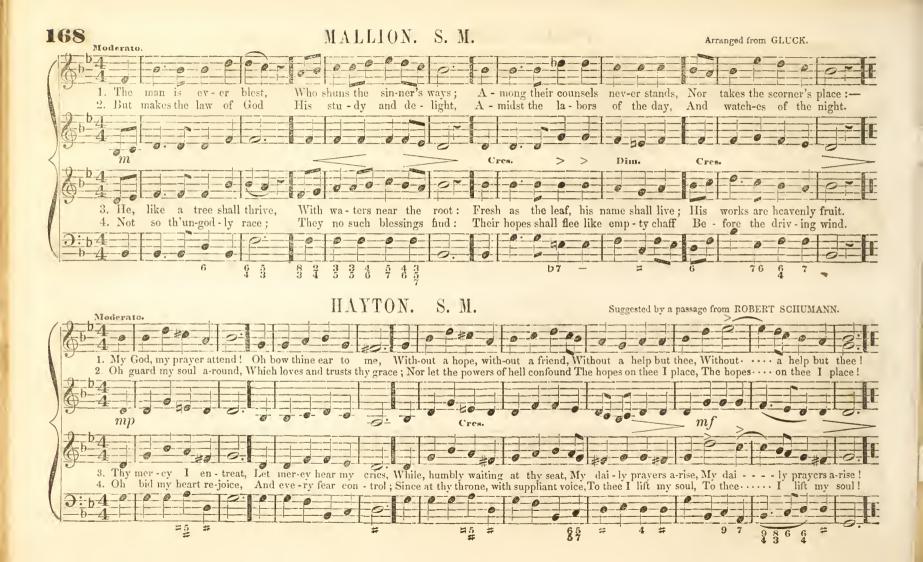






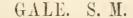


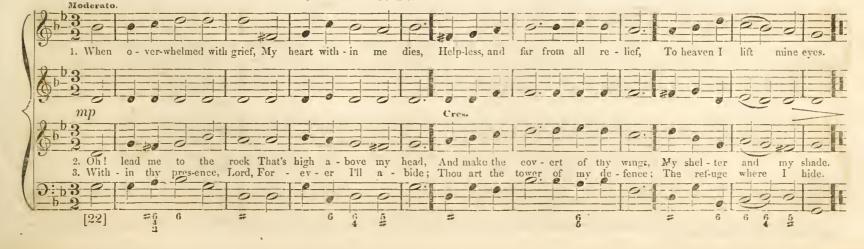












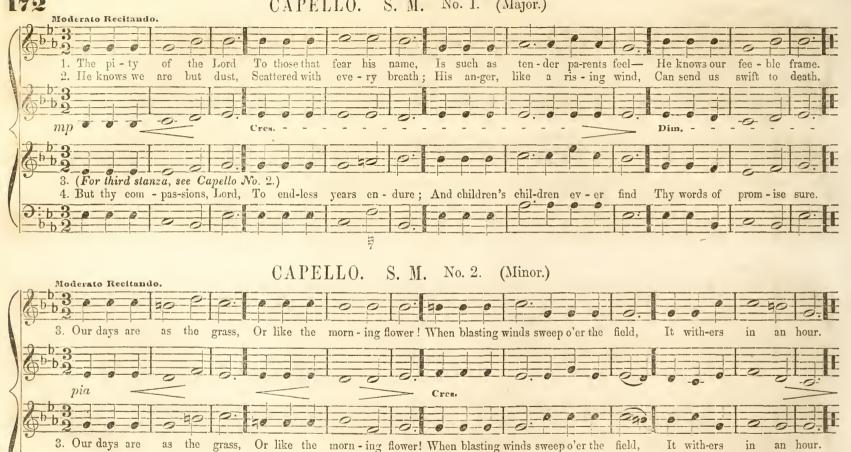


Note. In the first, third and seventh lines, the small notes may be sung by the Alto, Tenor, and Base, or these parts may sing in unison with the Trebie. The unison passages should be sung forte, and with boldness and energy.

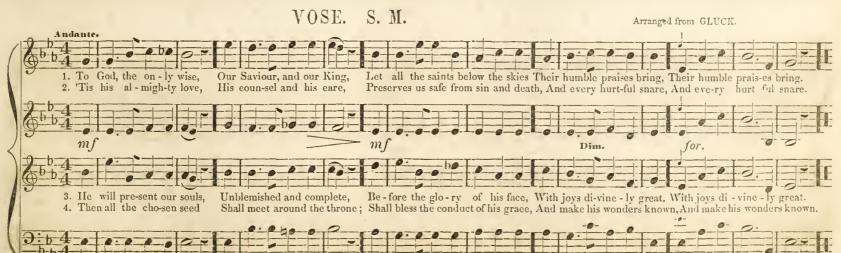




CAPELLO. S. M. No. 1. (Major.)







Wis-dom with power belongs. Im - mor-tal crowns of mai-es-tv. And ev - er-last-ing songs. And ev - er - last - ing songs.

5. To our Re-deemer God.





Of Mo-ses and the Lamb!



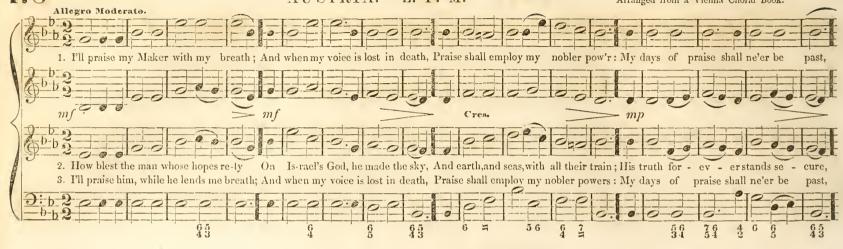
And sweet-er voi - ees tune the song

6. There shall our raptured tongue His end - less praise pro-claim;

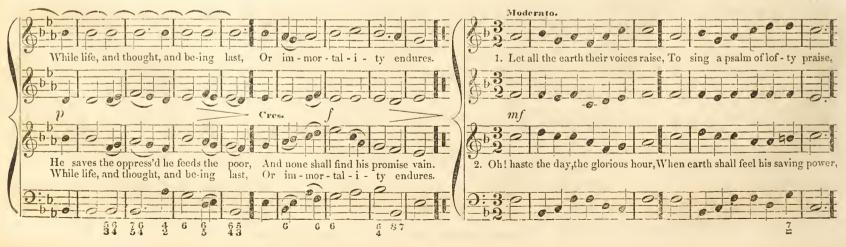
6







BRERA. L. P. M.





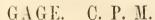
LUTNOR. L. P. M.





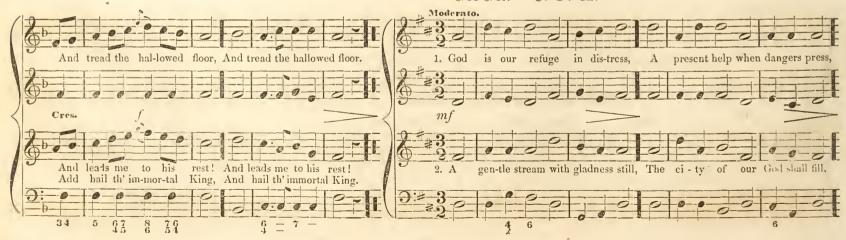
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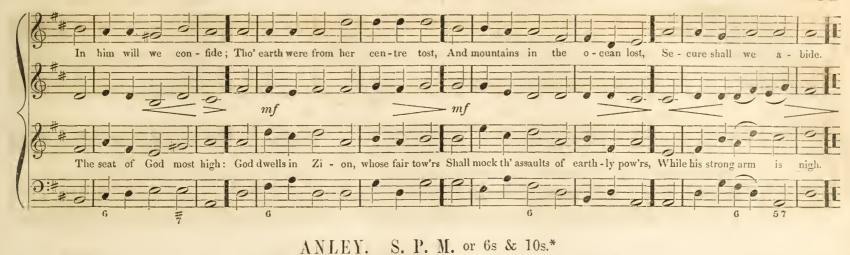




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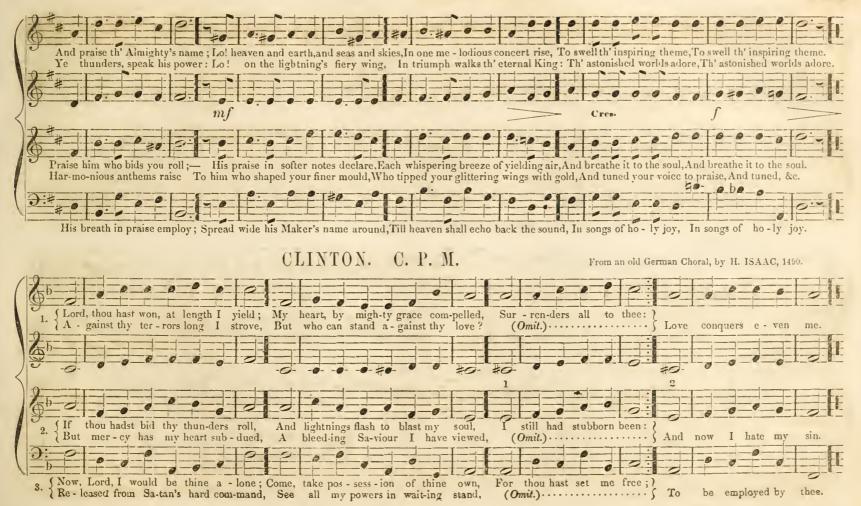






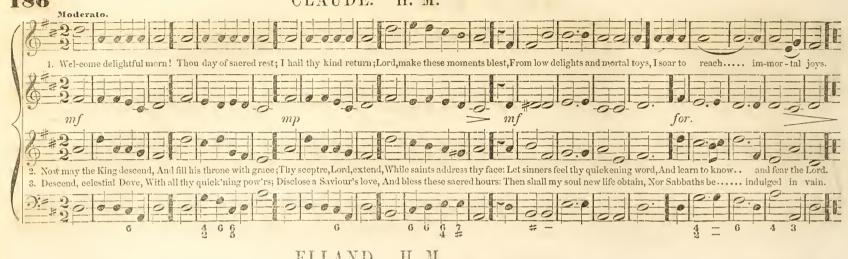
" By omitting the ties in the last measure but one of the third and sixth lines.



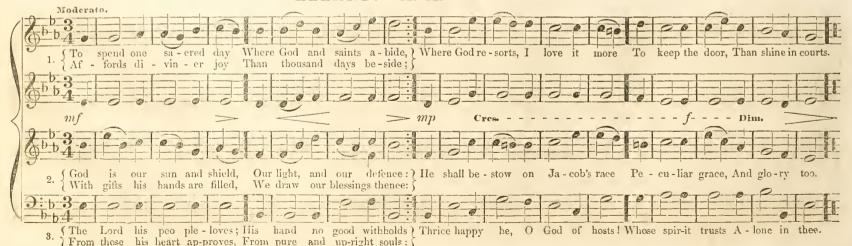








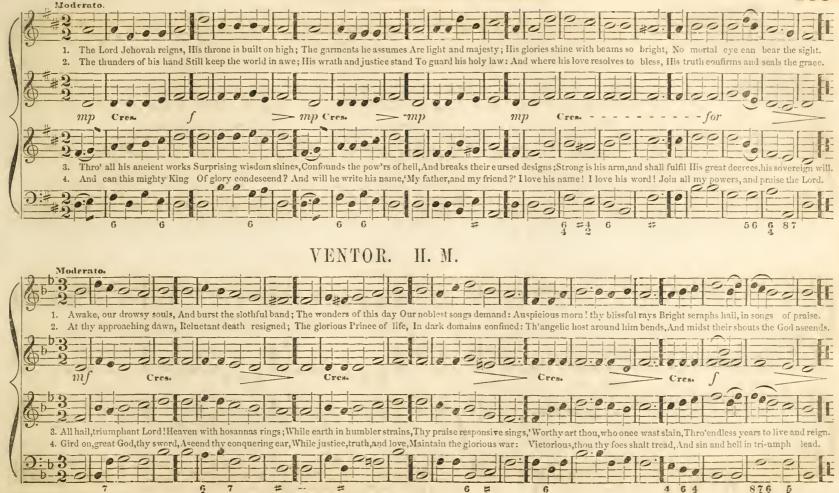
ELLAND.

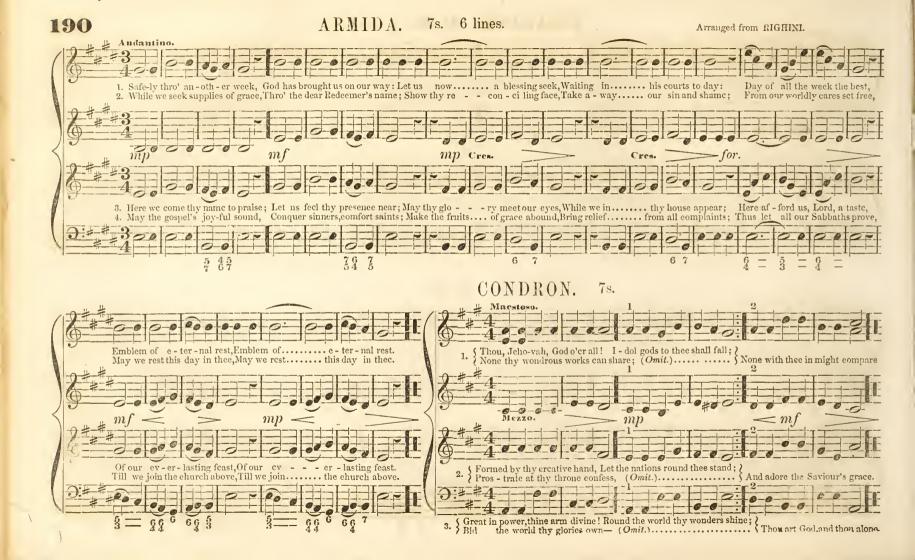
















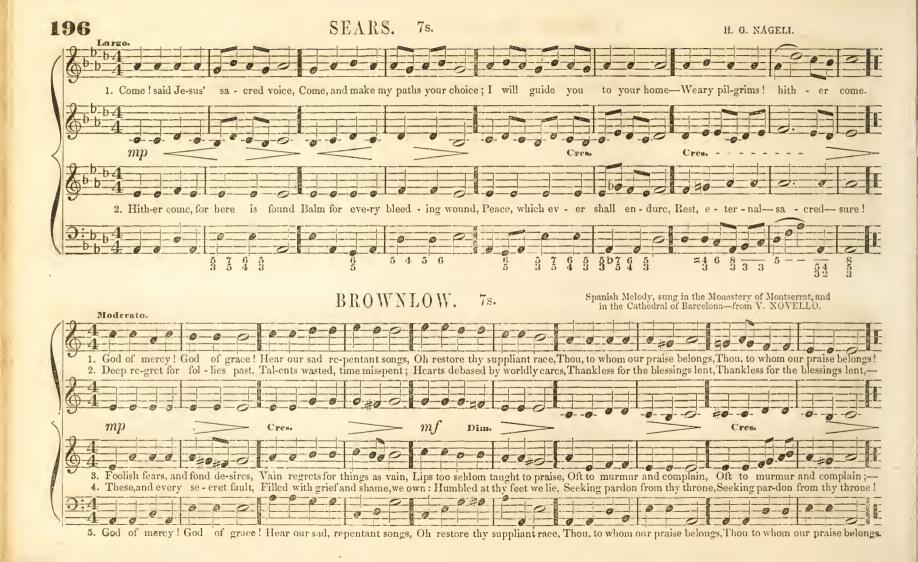


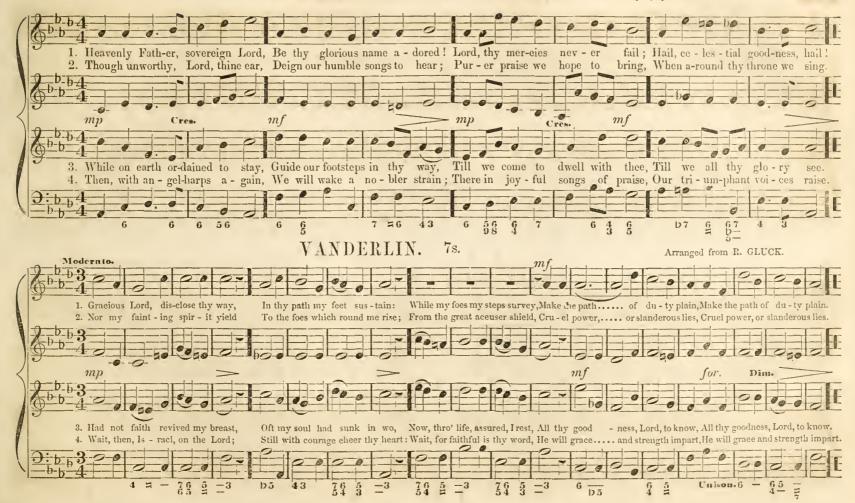


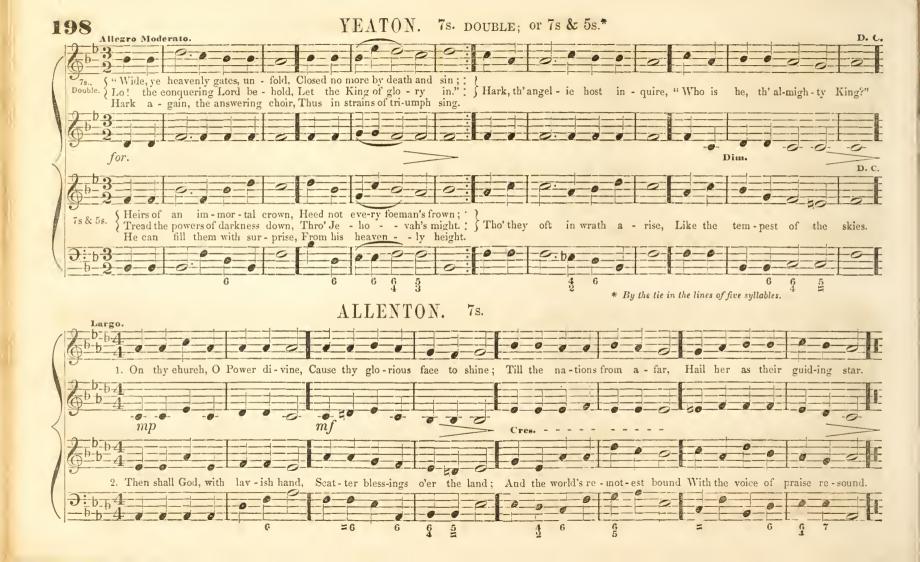


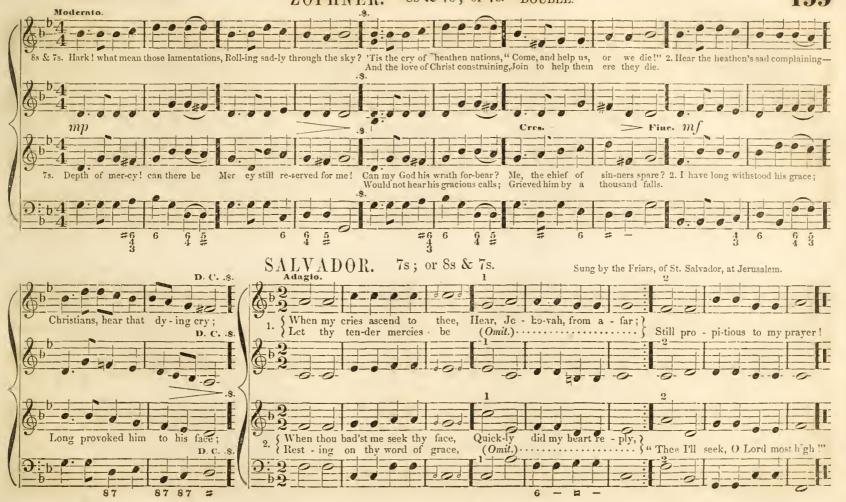


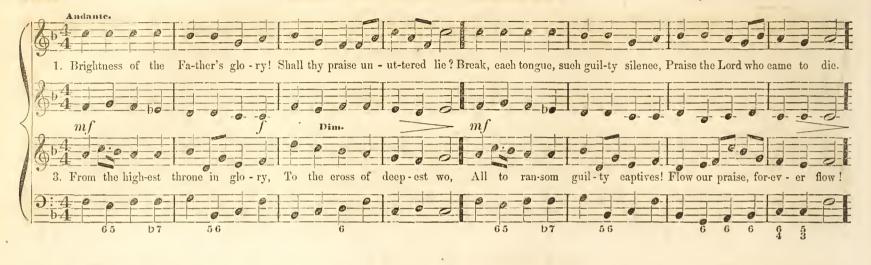


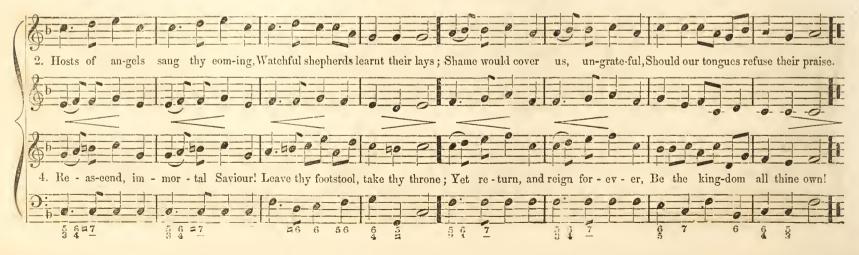




























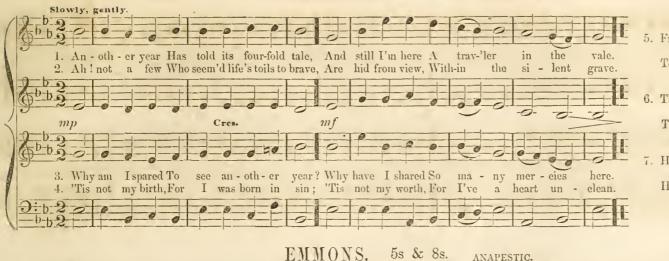




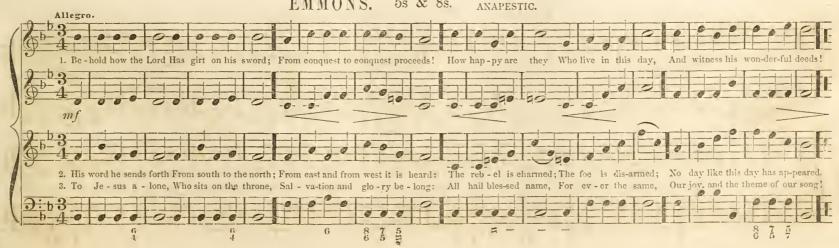






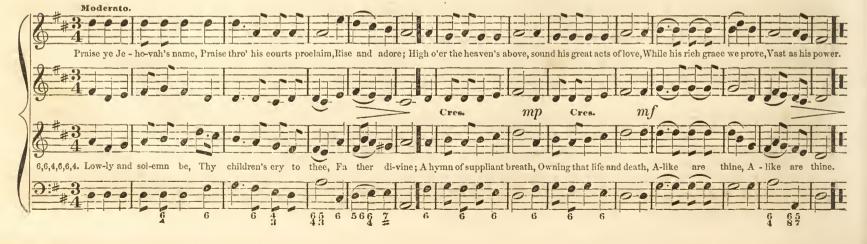


- From God alone
 My mercies I receive;
 To him alone
 I would forever live.
- 6. Then aid my tongue,
 Companions on the road,
 To raise a song
 Of gratitude to God.
- Hallelujah!
 Let all their voices raise;
 Hallelujah!
 To God be all the praise.



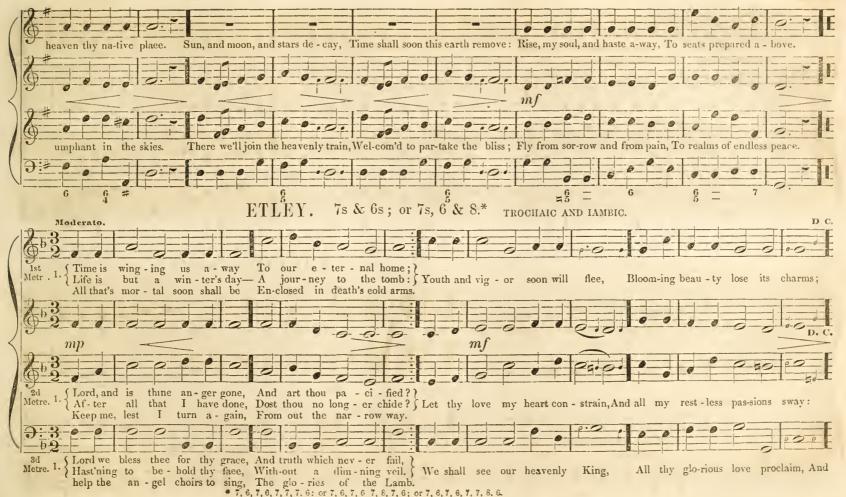














ROLAND. 7s & 6s.



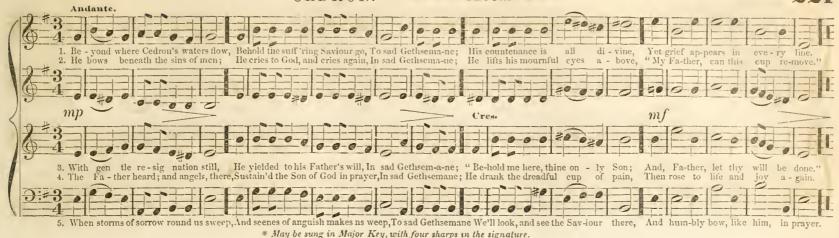


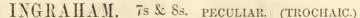


* This hymn was originally composed for the Monthly Concert Prayer Meeting in Park Street Church, Boston, Dec. 1841, by H. Y. It was enclosed to Rev. Dr. Anderson, with the sum o. ten dollars, to defray the expense of printing. Music by L. Mason.







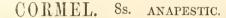


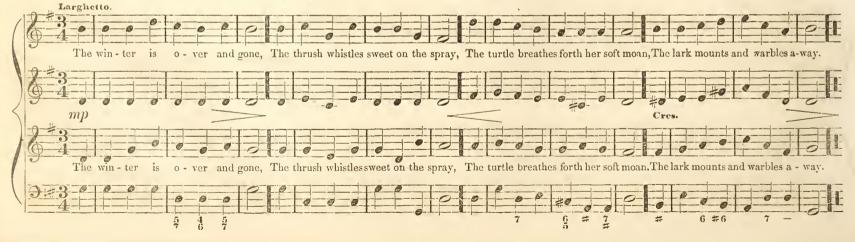


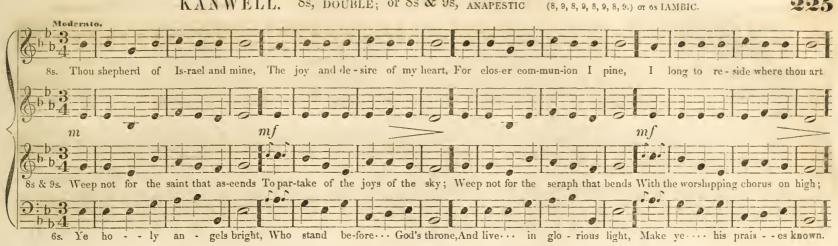


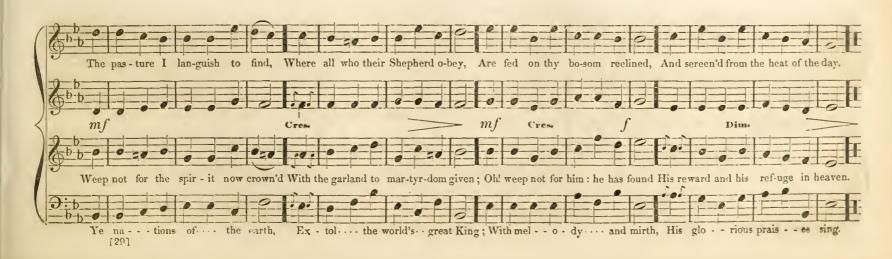






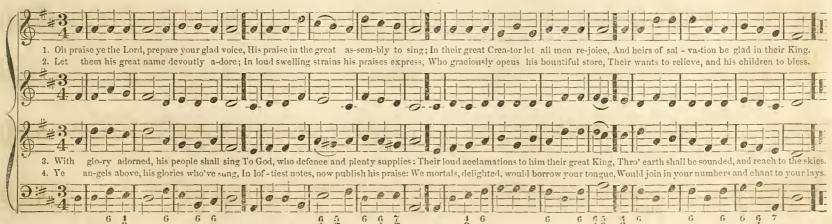
















lift our tired spir - its, blest Sa - viour, to thee.

65

65

And sing in per-fect har-mo-ny To

Let heav'n rejoice, let earth be glad, And Help us, O Lord, descend and bring Sal



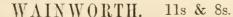
2. There we to all e - - ter-ni-ty Shall join th' angelic lays,

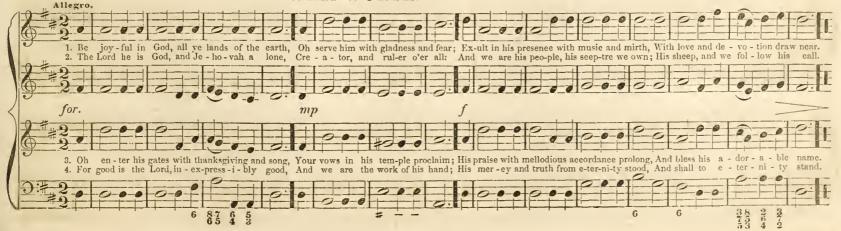
is the day the Lord hath made, He calls the hours his own: san-na to the annointed King, To David's ho-ly Son;



praise surround his thronc. 2. To - day he rose and left the dead, And Sa-tan's empire fell; va-tion from thy throne. 4. Blest be the Lord, who comes to men With mes-sa-ges of grace;
5. Ho - san - na in the highest strains, The church on earth can raise;

To - day the saints his triumph spread, And all his wonders tell,
Who comes, in God his Fath-er's name, To save our sin-ful race,
The highest heav'ns in which he reigns, Shall give him nobler praise,
praise.





* This celebrated melody, which has received many different arrangements and been published in various ways both in Europe and in this country, is here (with the exception of the key) restored to its original form as composed by Luther It is taken from the complete edition of his musical works by C. v. Winterfield, published at Leipsic, 1840.

6 56



Soft be the gent-ly breathing notes, That sing the Saviour's dy -ing love; Soft as the eve-ning zephyr floats, And soft as tune -ful lyres a-bove.

* Also 10s & 11s as Lyons, by tieing the first two notes in the 2d & 6th measures

[30]

3. Who knows the er-rors of his thoughts? My God forgive ... my se-eret faults, And from presumptuous sins restrain: Ac-eept my poor attempts at praise, That I have read thy book of













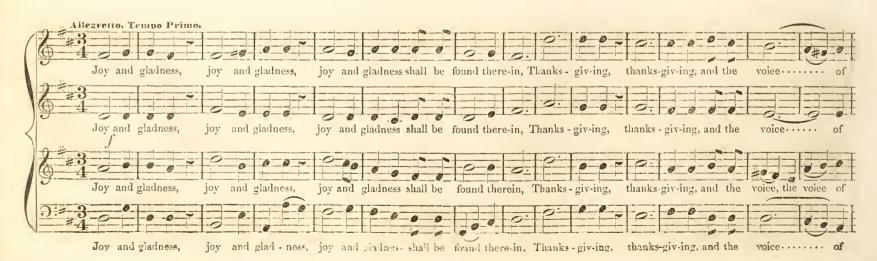
























* Organist of the Plymouth Church, Brooklyn, N. Y. Mr. Zundel was formerly organist of "St. Annen Kirche, in St. Petersburg." He was a pupil of the celebrated Rink, and is not only one of our best organists, but is also an intelligent and thoroughly educated musician, and an excellent teacher of the Piano Forte, Organ, Harmony and Counterpoint. See page 266.



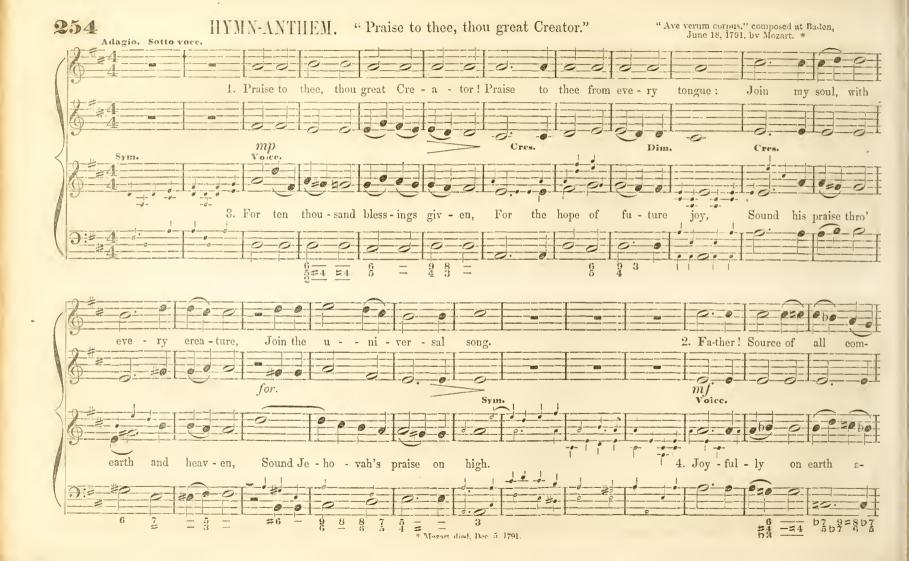


















66 7

4 6



* This may be sung as a C. M. tune.



In this copy the treble and alto remain unaltered, so that the piece may be snug as a Duet, if preferred. Published in this work by permission.

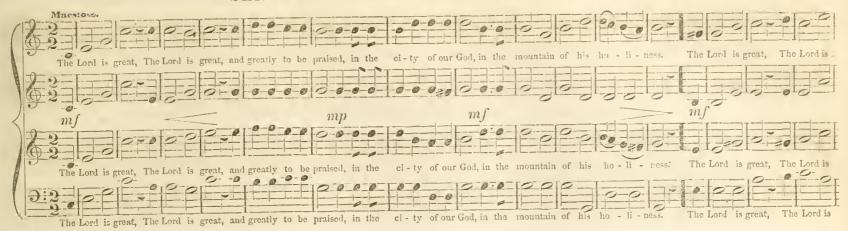
























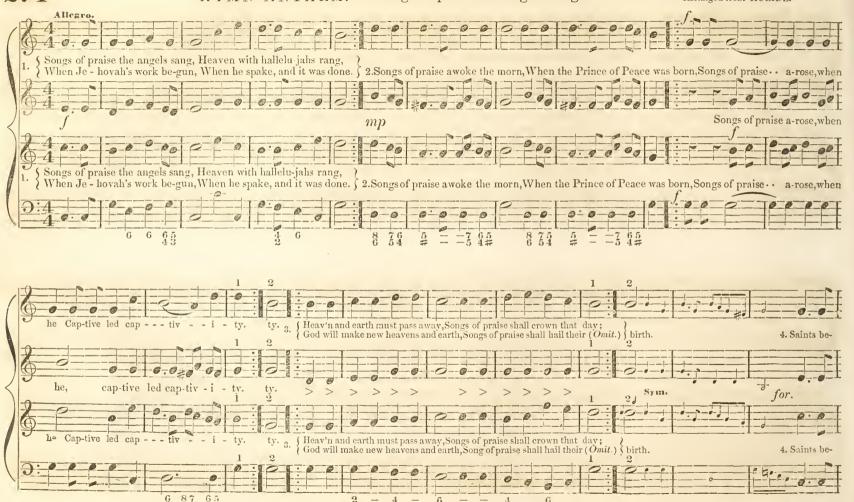










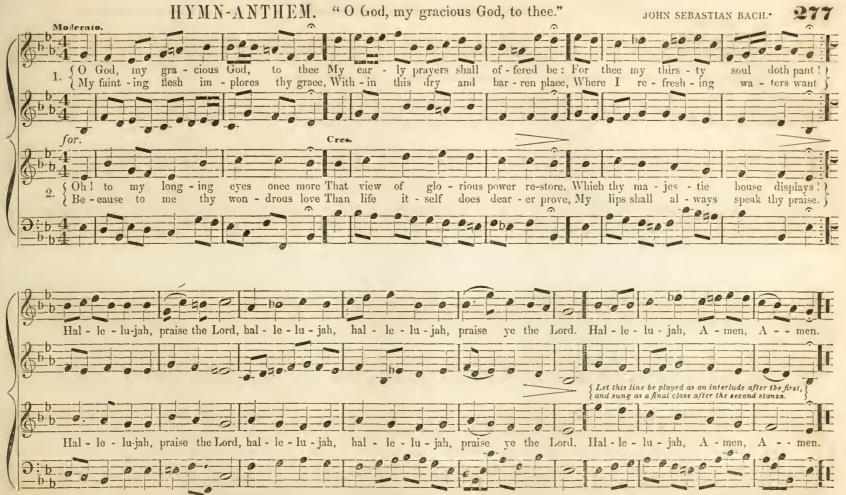










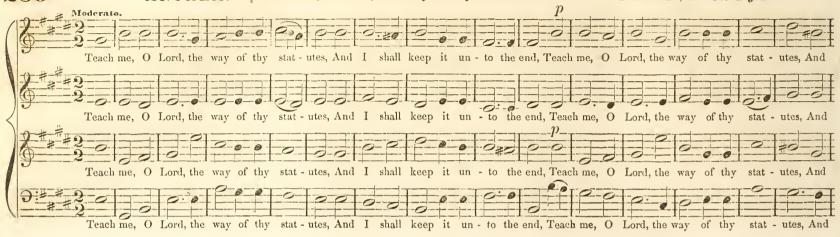


* The work from which we take this piece, attributes it to Bach; we suppose, however, that the harmony parts only are his, the melody being an old German Choral. It is a fine specimen of his harmony, or of his manner of treating this kind of tune in parts.



God, be un-to our God, be un-to our God, for - ev - ermore, for - ev - er - more. Blessing, glo - ry, wisdom and thanks, blessing, glo - ry, wisdom and

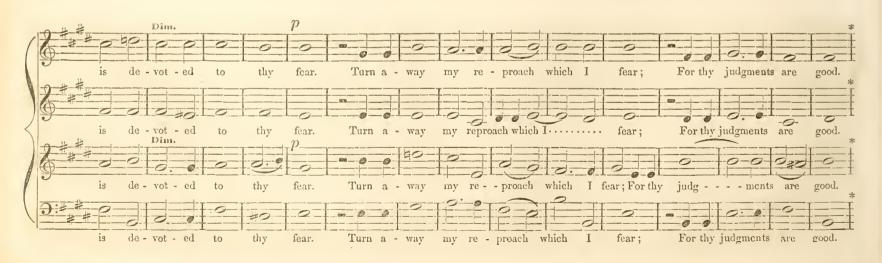


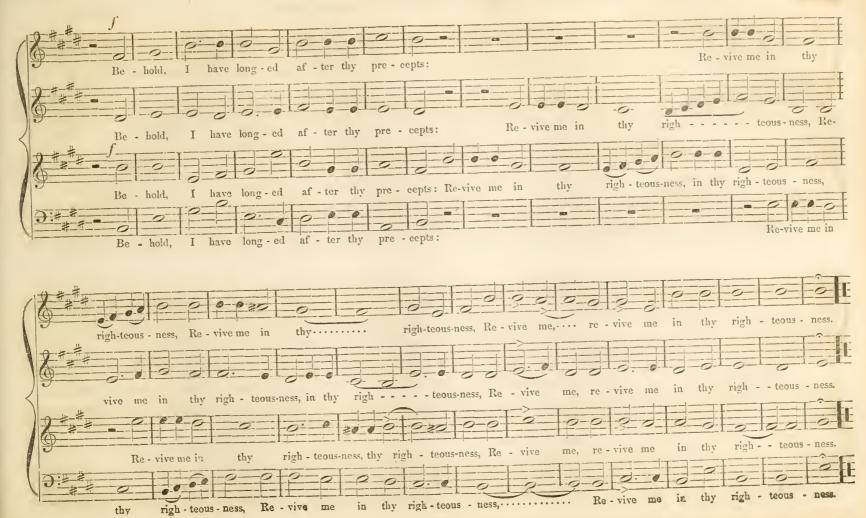




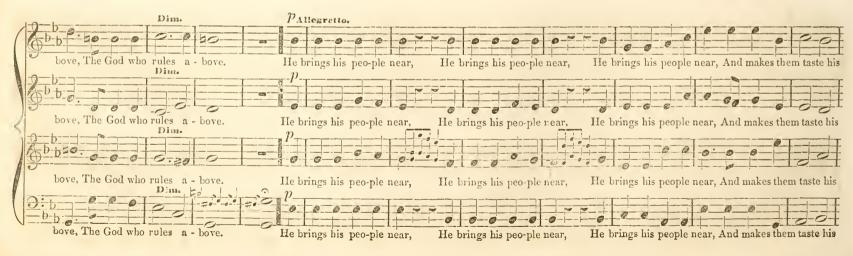












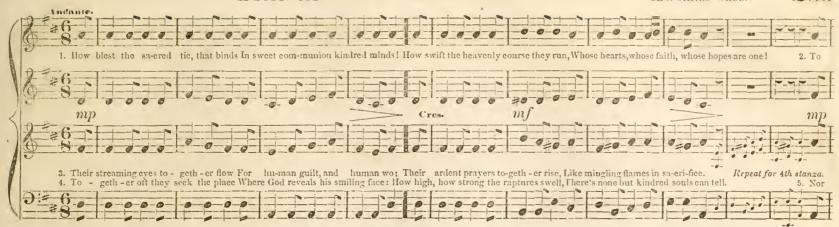








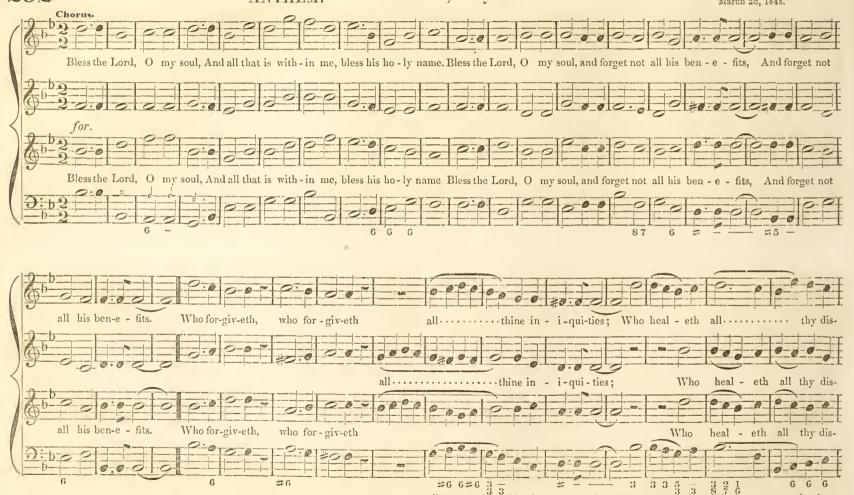












.... thine in - i - qui - ties: Who heal - eth





* The melody is, in part, a Hindostanee Tune.

Most of the tunes in the previous pages are intended for choir tunes; they are too difficult for congregational or general singing, and require for their proper performance a well trained and efficient choir. But the times that follow, are, with few exceptions, congregational tunes. They may be divided as follows: FIRST CLASS; in this class are included such tunes as are truly and legitimately congregational, or such as possess those intrinsic qualities or properties which are essential to the highest degree of success in general, or congregational singing. These times are designated in the following pages, by the figures 1 and 2. Those marked 1, are most of them among the very best old tunes; they are within the compass of all classes of voices, easy in melodic progression, and are in one of the oldest, easiest, and most natural rhythmic forms. This latter eircumstance is one that renders them peculiarly appropriate for general use. This rhythmie form, says Rev. Mr. Havergal, in the preface to his admirable collection of "Old Psalmody," is "generically the old form, the traditional one, and the only one which all singers feel to be natural." "To make the first and last note of every strain a semibreve, may appear somewhat untheoretical, but the appearance is confined to the music-paper, without any strangeness affecting the ear." "The commencement-notes, may be regarded as in chants, the ad libitum precursors of the rest. They may be considered variable in their use; terminal notes are always allowed to be elastic, and why not the initial?"

Mr. lons, Organist and Director of the Choir of St. Nicholas, Newcastle-on-tyne, says, "In the old psalters, the first and last notes of each strain were always semibreves, or equivalent thereto." "This old notation is earnestly recommended for the reason, that when the first and last notes of each strain are longer than the others, the tune may be sung with considerable spirit without being divested of one particle of its solemnity." In the truth of these remarks, we fully coneur. In the rhythmic form here recommended, (the first and last notes of each line being long, and all the others short,) the intermediate notes may receive such a rapidity of utterance as to afford a complete remedy for the heaviness and drawling which has eaused the unpopularity or disuse of the old tunes.

The tunes marked 2, are a little more difficult, but still quite easy, so that while we have made a distinction between them and the older rhythmic form, we regard them both as constituting a first class of congregational tunes.

SECOND CLASS. This class, (indicated by the figure 3,) includes such as are not genuinely or inherently, but easually, aecidentally, or circumstantially suitable for congregational or general use. This is the largest class, for there are but very few real congregational tunes in common use; they are tunes that have become popular as choir tunes, and are thus generally known, and for this reason, are now the best tunes for congregational singing. They will continue to be the best until others in genuine congregational style, shall be equally well known and equally well liked; for no tune can be good as a congregational tune, unless it is well

known and well approved.

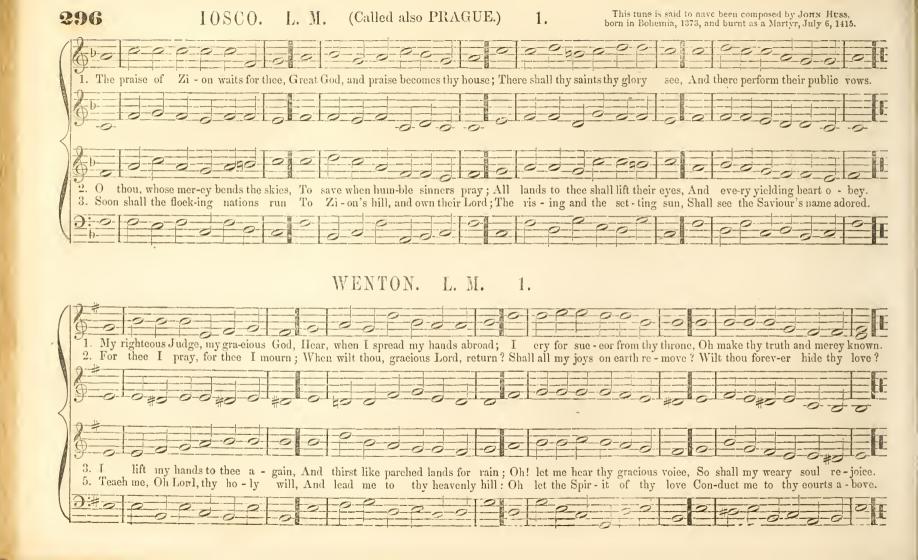
Still these tunes (2,) are too difficult for general singing, and though in the use of some of them very satisfactory devotional effects may be realized, yet they never can be as effective, when generally sung, as others less difficult, and possessing all the essential characteristics of the congregational form. For example: the tune St. Martin's, may be now in many places, (because so well known,) one of the best congregational tunes; yet St. Martin's can never be well sung by an ordinary congregation. The same may be said of Howard, Barby, All-Saints, Abridge, Mear, and all that class of triple measured tunes. So also the tune Ward, (for the same reason as in the case of St. Martin's,) may be useful as a congregational tune, yet no ordinary congregation can (and but very few choirs do) sing with accuracy, the syncope in the second and fourth lines, or keep the time in the measures connecting the first and second, and the third and fourth lines. The tunes Duke Street, Medfield, Dedham, Silver-Street, and others of the same general character, can never be sung well congregationally, because of the inequality of the length of notes. The true congregational style is a strictly syllabic union of words with tones, and admits only of notes of two lengths, long and short.

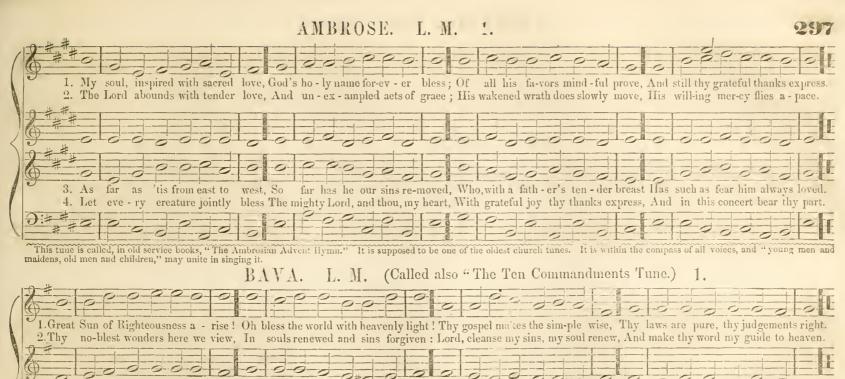
That we may be understood with respect to the time in which the tunes marked 1 should generally be sung, we will add a few words. The Old Hundredth, for example, as usually sung, takes from a minute and a quarter, and not unfrequently it is so drawled out as to occupy a minute and a half; but when sung in the quicker time which we recommend, and which the long notes at the beginning and end of each line will fully justify without offence to dignity or solemnity, it will take only from forty to fifty seconds. This and other similar tunes should not always be sung with the same degree of quickness; but sometimes slower and sometimes quicker, according to circumstances.

As a further illustration we remark, that the time of the tune Uxbridge is very generally understood, so that whenever it is sung there is not much variation; now we suppose that the short notes in the The Old Hundredth and similar tunes, (that is the intermediate notes between the first and last of each line,) should be sung about as fast as the quarter notes, or shortest notes in Uxbridge. But after all, the old direction is perhaps as good as any, that the words receive an utterance about as rapid as a due regard to dignity, solumity, time, place, and circumstances permit; and that an indolent, cardess and staggish manner be carefully avoided. It will be observed that while there are a few congregational tunes scattered along through the first part of the Cantica Laudis, so there are a few tunes designed exclusively for choirs, in this latter part of the work.

This subject of ehoir and congregational tunes is one that we recommend to the eareful study and practical observation of all who teach, who lead choirs, or who are interested in the progress and true end of sacred song; for neither style of singing can reach any very high point of excellence until it is thoroughly and practically understood.





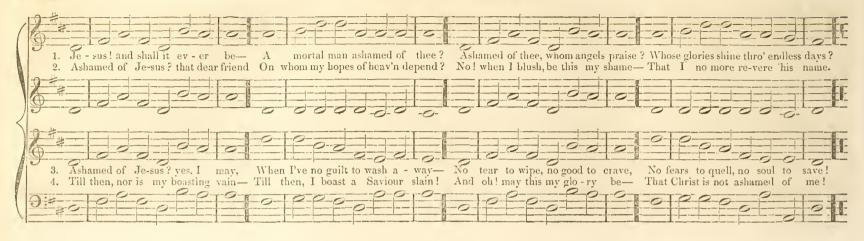


1. He, who hath made his refuge God, Shall find a most secure a - hode; Shall walk all day beneath his shade, And there, at night, shall rest his head.

2. Now may we say, our God, thy pow'r Shall be our fortress and our tow'r! We, that are formed of feeble dust, Make thine al-migh-ty arm our trust.

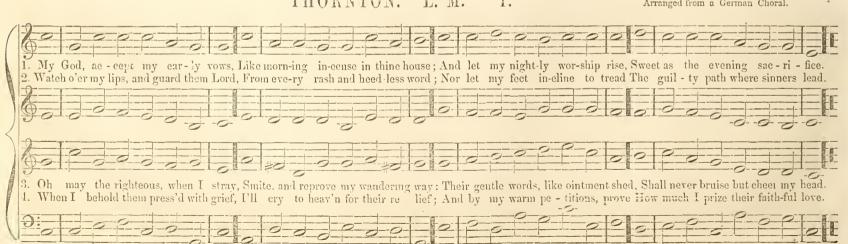
3. Thrie happy man! thy Maker's care Shall keep thee from the tempter's snare; God is thy life, his arms are spread, To shield thee with a healthful shade.

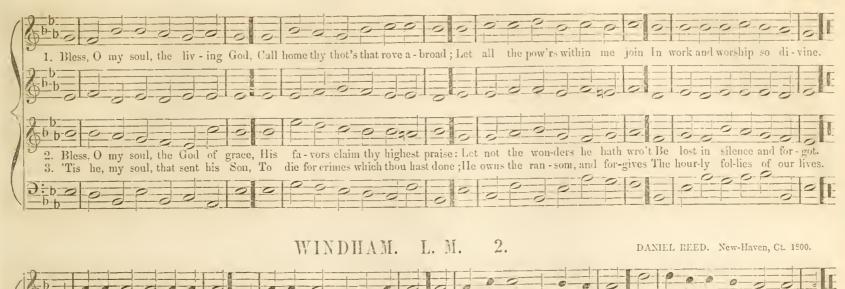
This time is found in the German Psalter of 1562. From its constant publication, in all the olden collections, it may be supposed to have been a special favorite. It is found in Ainsworth's Psalms, and is therefore one of the tunes of the Pilgrims who landed on Plymouth Rock in 1620. It is also much admired by modern scientific musicians. Rink has home i upon it in his Organ School, and it has been variously arranged, or harmonized by German editors. It is, perhaps, quite equal to "The Old Hundredth" itself, in every thing but recollections and associations

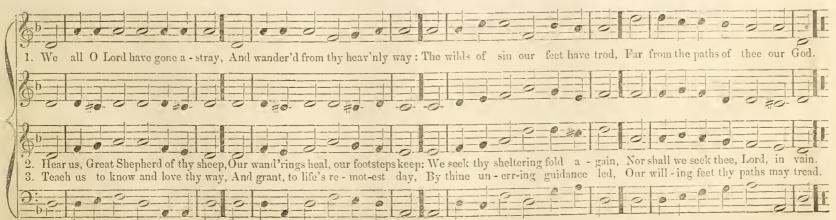


THORNTON. L. M.

Arranged from a German Choral.





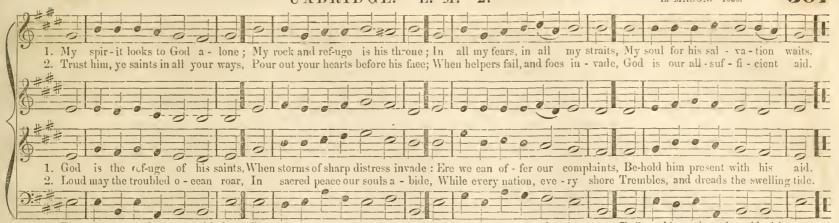


* By the emission of a single dot in the last line, and more simple harmony parts, as in this copy, this very beautiful melody makes an excellent Congregational Tune.

We bold-ly thro' the desert tread, For God will guard, where God shall lead.





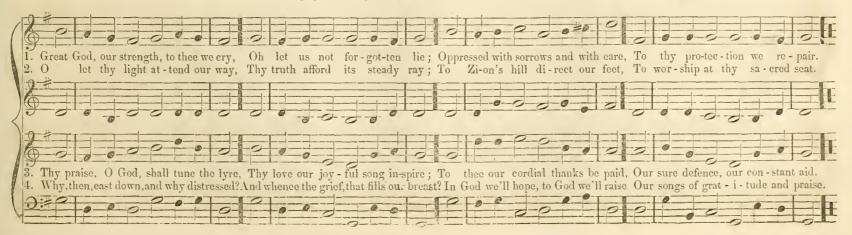


3. Zi - on enjoys her monarch's love, Se - cure a-gainst a threat'ning hour; Nor ean her firm founda - tion move, Built on his truth, and arm'd with power.

* The first line of this tune is here printed as originally written.

ROCKINGHAM. L. M. 2

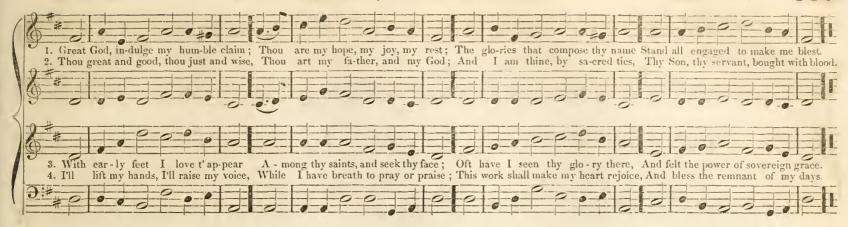
L. MASON. 1830.





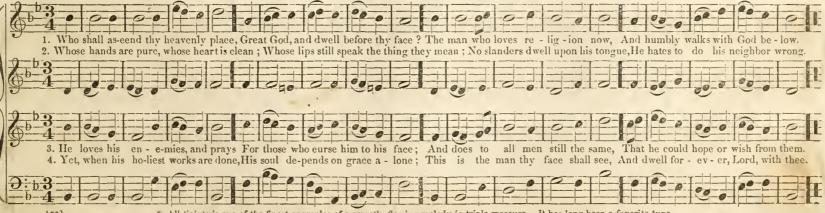




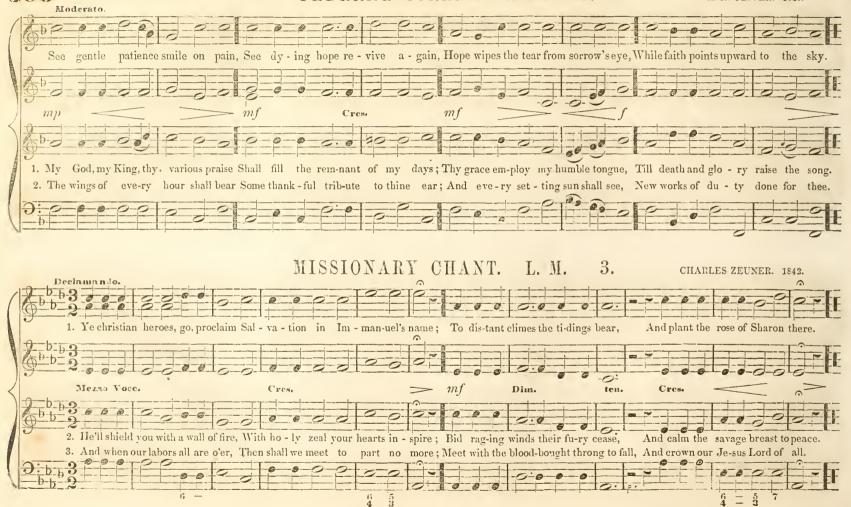


ALL-SAINTS. L. M.* 2.

WM. KNAPP.



3.





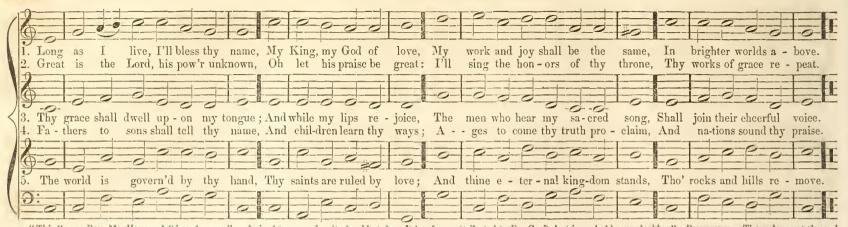
"A tune universally liked. Generally ascribed to Dr. Croft, but certainly composed long before he was born. The Scotch lay fair claim to its composition."-HAVERGAL



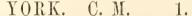
THOMAS TALLIS, 1565.

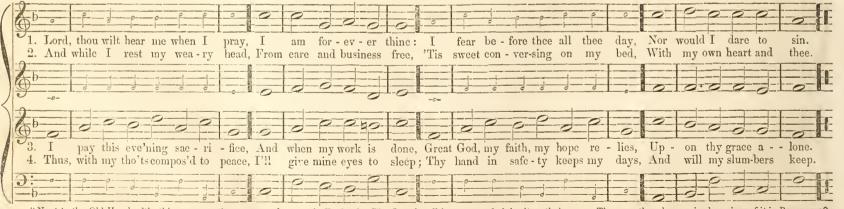


"This is simplicity itself. Both the melody and the harmony are the progeny of our great Cathedralist. He composed them for the Veni Creator, in Archbishop l'arker's Psalter. A child may sing the tune, while manly genius will admire it."-HAVERGAL-



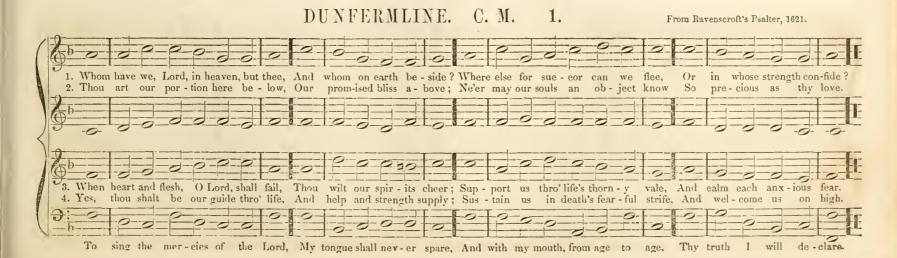
"This," says Rev. Mr. Havergal, "is a deservedly admired tune, and quite in old style. It has been attributed to Dr. Croft, but is probably much older."—RIMBAULT. The cadence at the end of the third line, is, in many books made in G; we have preferred the arrangement found in the old Psalters, and which is also given by Rev. Mr. Havergal in his excellent Manual of Old Psalmody.

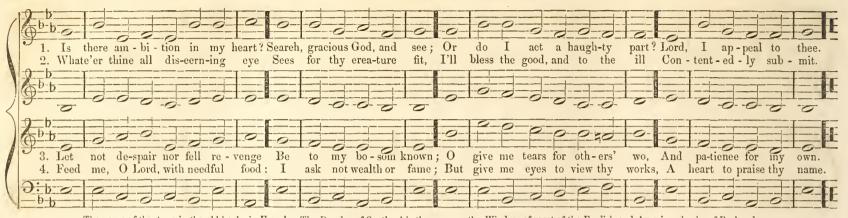




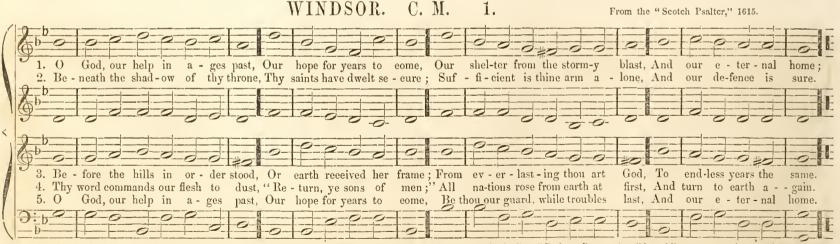
"Next to the Old Hundredth, this was once the most popular tune in England. The Scotch call it STILT, and claim it as their own. There are three harmonized versions of it in Ravenscroft: two by John Milton, the father of the noet, and one by Simon Stubbs." It has often been attributed to Milton as its author: but he only "composed it into parts."







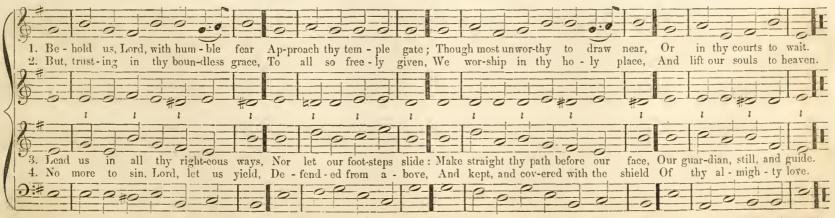
The name of this tune in the old books is French. The Dundee of Scotland is the same as the Windsor of most of the English and American books of Psalmody.



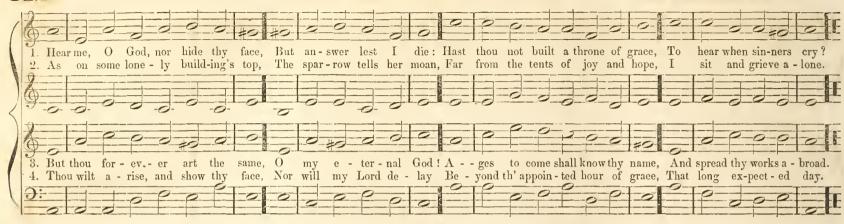
Dundee is the old name of this tine. The Scotch claim it as a national tune. Burns has reference to it in the line, "Perhaps Dundee's wild warbling measures rise;" and another poet has said of it. "Could I, when being carried to my grave, wake up just to hear what tune would be sung at it. I should like it to be Dundee; or, as we call it. Windsor."



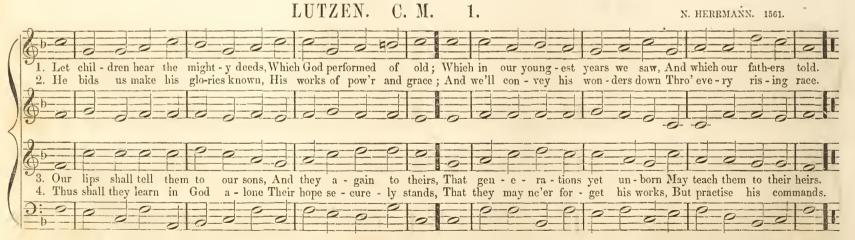
MARTYRS. C. M. 1. "Or plaintive Martyrs worthy of the name." BURNS.



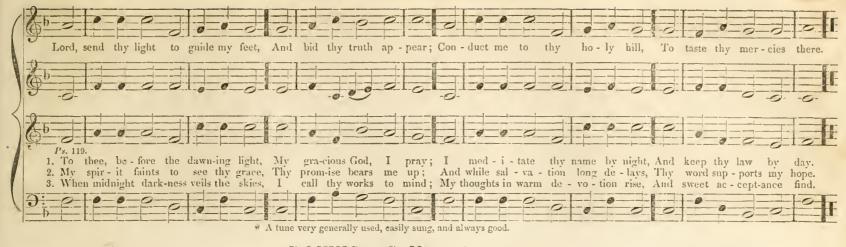
This favorite old tune is often printed in triple measure; if any one prefers that rhythmic form, he has but to make every other note, or those marked l, long, and all the others short. The rhythmic form in which the tune is here presented is, as we think, much the best.



This very beautiful melody is, as we suppose, one of the oldest Scotch Tunes.



This is one of the very best German Chorals; in some books it is attributed to Luther; but it more frequently appears in connection with the name of Herrmann, and it is not found in the German edition of Luther's sacred songs.



DOWNS. C. M. 2.

L. MASON, 1832.





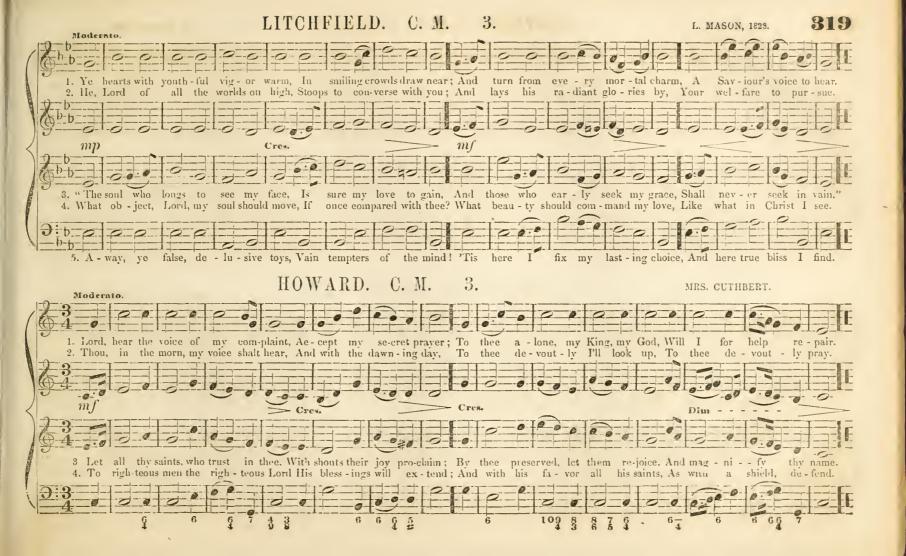






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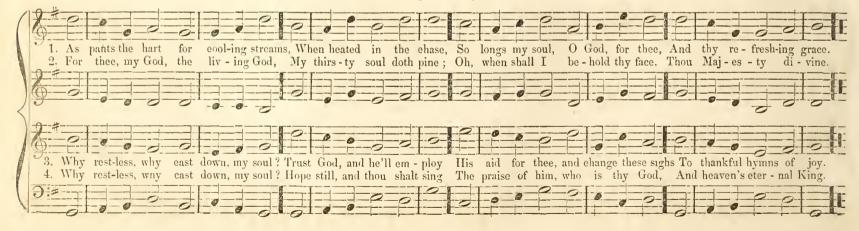




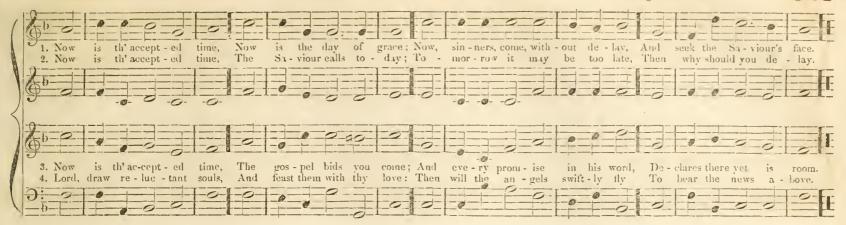


GLASHAMPTON. C. M. 2.

Rev. W. H. HAVERGAL.



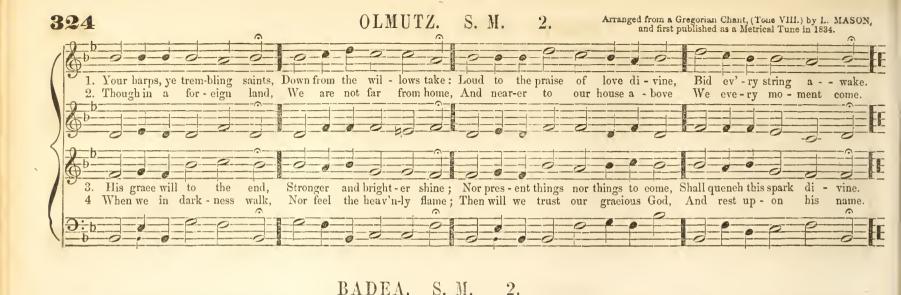


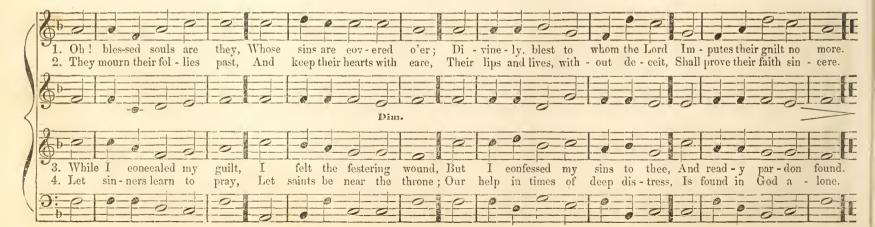


BOYLSTON. S. M. 2

L MASON, 1832









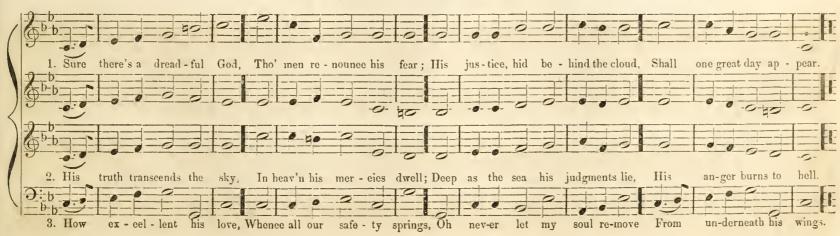


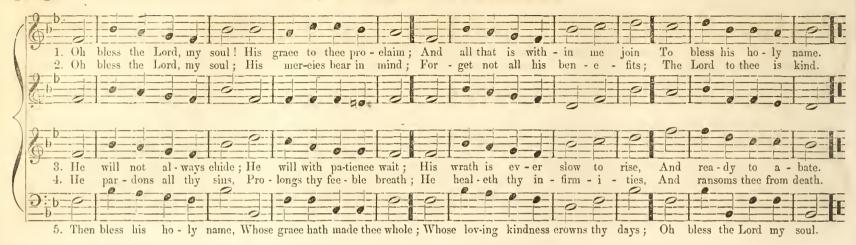




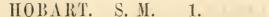
HEREFORD. S. M. 2.

L. MASON, 1840.



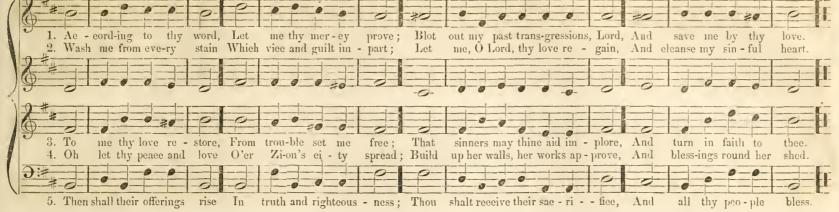










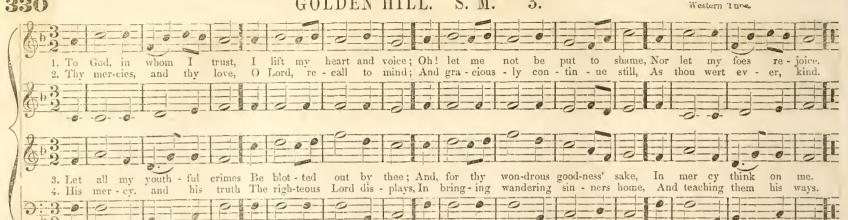


OLNEY. S. M.

L. MASON, 1850.







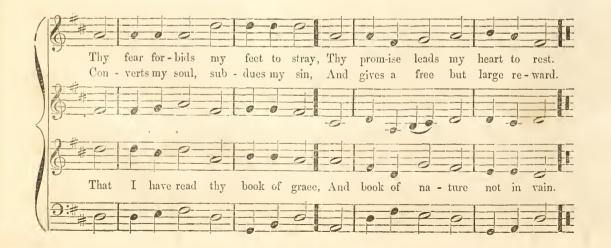
LABAN. S. M.

L. MASON, 1830.









Let all the earth their voices raise,
To sing a psalm of lofty praise,
To sing and bless Jehovah's name;
His glory let the heathen know,
His wonders to the nations show,
And all his saving works proclaim.

Oh! haste the day, the glorious hour,
When earth shall feel his saving power,
And barbarous nations fear his name:
Then shall the race of man confess
The beauty of his holiness,
And in his courts his grace proclaim



Hy. 1. 1. Love di - vine all love ex - cell - ing, Joy of heav'n to earth come down: Fix in us thy hum-ble dwell-ing, All thy faith-ful mer - cies erown: 2. Come almight-y to de - liv - er, Let us all thy life re - ceive! Sudden - ly re-turn and nev - er, Nev-er more thy tem - ples leave!



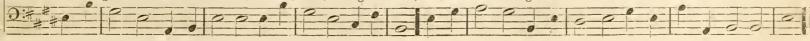
My. 2. 1. One there is, a - bove all oth - ers, Well deserves the name of Frieud; His is love be-yond a broth-er's, Cost - ly, free, and knows no 2. When he liv'd on earth a - ba - sed, Friend of sin-ners was his name; Now, a - bove all glo-ry rais - ed, He re - joi-ces in the same.

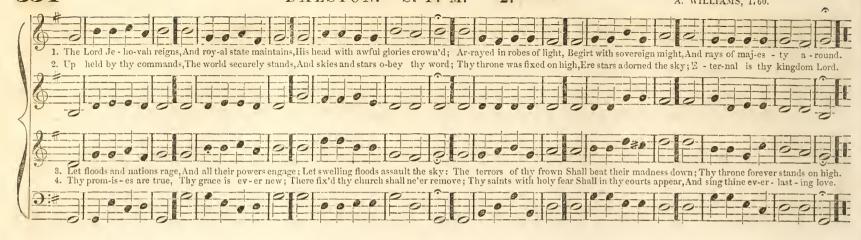


Je - sus, thou art all com-pas-sion, Pure un-bounded love thou art; Vis - it us with thy sal - va - tion, En - ter evo - ry trembling heart. Thee we would be al-ways blessing, Serve thee as thy hosts a - bove, Pray, and praise thee with-out ceas - ing, Glo - ry in thy pre-cious blood?

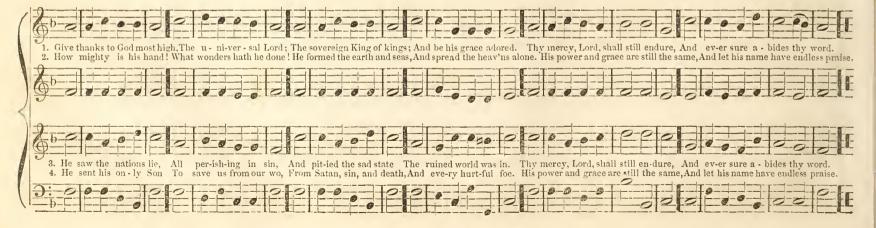


Which of all our friends, to save us Could or would have shed his blood, But this Sa-viour died to have us Re - con - ciled in him to God. Oh for grace our hearts to soft-en, Teach us, Lord, at length to love; We, a - las! for - get too of - ten What a friend we have a - bove.





SANTEE. H. M. 3.





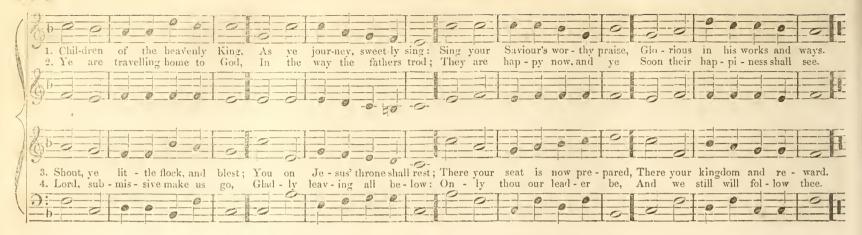




PLEYEL.







KIDRON. 7s. 3.

WILLIAM MASON, 1845.







3.







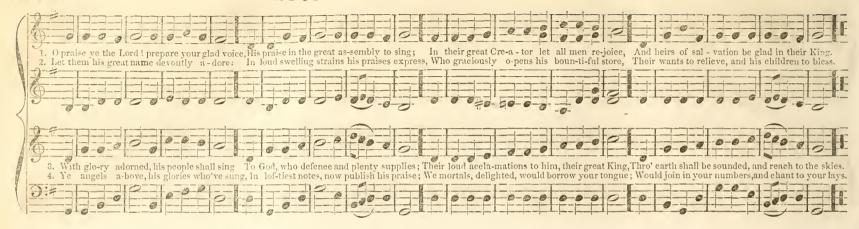














L. MASON, 1830.

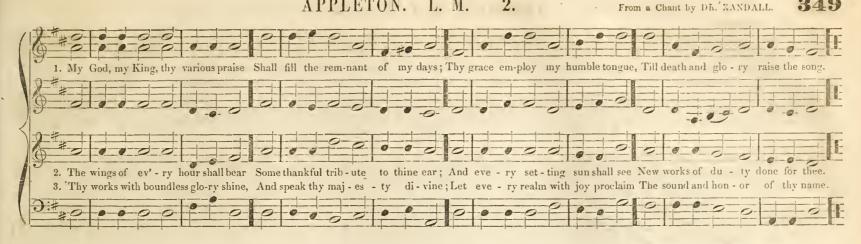






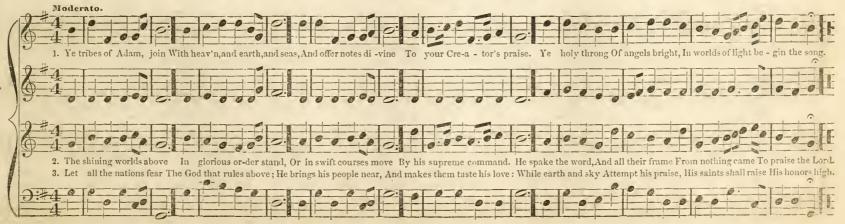


* Irregular, called also Mista (Mixed,) or Peregrina (foreigh) Tone.



BETHESDA. H. M.

DR. GREEN.

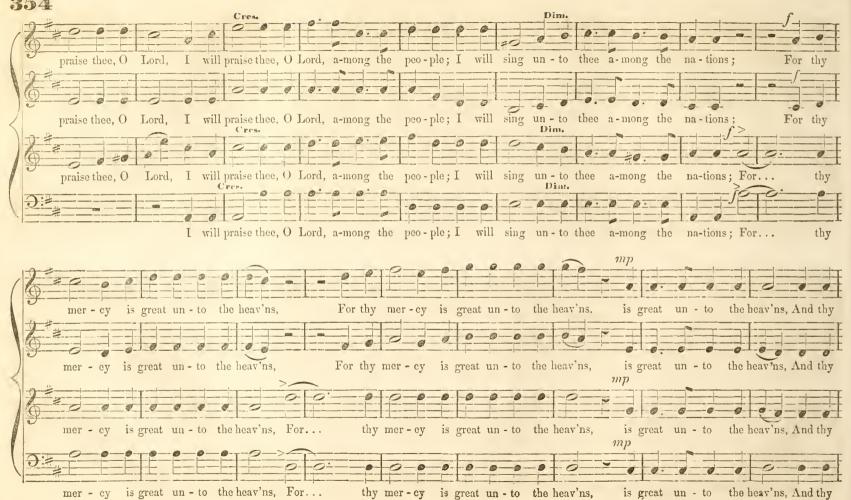












the earth

a - - bove



the clouds. Be thou ex - alt - ed, O God a - bove the heav'ns, Let thy glo - ry be





EXPLANATIONS AND DIRECTIONS.

In chanting be careful of these two things; the delivery of the tone, and the utterance of the words: or, of the use of the vocal organs, and of the articulating organs.

The tone should be earefully produced, and carefully sustained. As a general thing, it should be continuous, without break, or interruption. In connection with the tone, the words should be pronounced with as much distinctness as is possible, so that one may not only know what he says himself, but be understood also by others.

The words uttered in connection with the *Chanting notes* should not be hurried, but time should be taken, as in declamation, for a deliberate, dignified, and appropriate utterance.

The words uttered in connection with the Cadences should not be prolonged or drawled; but the same speed of utterance should be kept up, as nearly as circumstances will permit, throughout the chant.

Let the delivery of the voice, and the utterance of the words, approximate more to the declamatory or speaking manner, than to the *cantabile*, or singing style. The latter does not properly belong to chanting. Do not omit, or clip, or run together, the little words, or syllables, but speak each one clearly and distinctly.

If a psalm, containing an unequal number of verses, is sung to a double chant, the latter half of the chant should be repeated for the last verse.

It is recommended that the first part of the GLORIA PATRI, be sung in unison, resuming the harmony parts at the words "As it was in the beginning."

The bars in the psalms correspond to the bars in the chants.

The dash (---) signifies that the word is to be continued.

Dots $(\cdot \cdot)$ show the application of the words to the notes when more than two syllables occur in the same measure.

The organ accompaniment in chanting should be, in general, after the most legato manner. The organist should be watchful of the words, and move carefully with the singers. It is not an easy thing to accompany a chant or a metrical tune well, and we want for both purposes, such organists as Rev. Mr. Havergal describes, "organists who have" not only fingers, but "souls."



PSALM 100.

1. Make a joyful noise unto the Lord, | all ye | lands;

Serve the Lord with gladness, come before his | presence | with a | song.

2. Know ye that the Lord, | he is | God;
It is he that hath made us, and not we ourselves; we are his people and
the | sheep of | his— | pasture.

3. Enter into his gates with thanksgiving, and into his | courts with | praise;
Be thankful unto him, and | bless | his | name.

4. For the Lord is good, his merey is | ever- | lasting; And his truth endureth to | all— | gen-er- | ations.

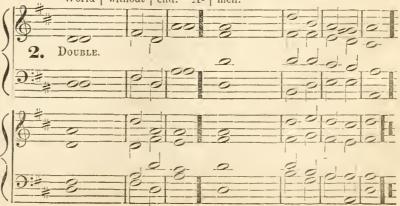
GLORIA PATRI.

Glory be to the Father, and | to the | Son,

And | to the | Holy | Ghost;

As it was in the beginning, is now, and | ever | shall be,

World | without | end. A- | men.



CANTICLES OF THE PROTESTANT EPISCOPAL CHURCH.



Venite, Exultemus Domino. Ps. 95.

- 1. O come, let us sing un- | to the | Lord: Let us heartily re-joice in the | strength of | our sal- | vation.
- 2. Let us come before his pre-sence | with thanks- | giving; And show our-selves | glad in | him with | psalms.
- 3. For the Lord is a | great— | God; And a great | King a- | bove all | gods.
- 4. In his hand are all the corners | of the | earth; And the strength of the | hills is | his— | also.
- 5. The sea is his, | and he | made it;
 And his hands pre- | par-ed | the dry | land.
- 6. O come, let us wor-ship, | and fall | down; And kneel be- | fore the | Lord our | Maker.
- 7. For he is the | Lord our | God.

 And we are the people of his pas-ture, and the | sheep of | his— | hand.
- 8. O worship the LORD in the | beauty of | holiness; Let the whole earth | stand in | awe of | him.
- 9. For he cometh, for he cometh to | judge the | earth;
 And with rightcoursess to judge the world, and the | people | with his | truth.

 GLORIA PATRI.

Glory be to the Fa-ther, and | to the | Son,
And | to the | Holy | Ghost;
As it was in the beginning, is now, and | ever | shall be,
World | without | end. A- | men.



Jubilate Deo. Ps. 100.

1. O be joyful in the Lord, | all ye | lands;

Serve the Lord with gladness, and come before his | presence | with a | song.

Be ye sure that the Lord he is God; it is he that hath made us and not | we our- | selves;
 We are his people, and the | sheep of | his— | pasture.

3. O go your way into his gates with thanksgiving, and into his | eourts with |
Be thankful unto him, and | speak good | of his | name. [praise.

4. For the Lord is gracious, his merey is | ev-er- | lasting;
And his truth endureth from gener- | ation to | gen-er- | ation.





Gloria in Excelsis. *

- 1. f Chant No. 7, first Ending. Glory be to | God on | high;
 - p And on earth | peace, good | will towards | men.
- 2. f We praise thee, we bless thee, we | worship | thee,

Repeat the first strain for the next line.
We glorify thee, we give thanks to thee for | thy great | glory;

p O Lord God, heavenly King, | God the | Father.. Al- | mighty.

3. mp O Lord, the only begotten Son, | Jesus | Christ;

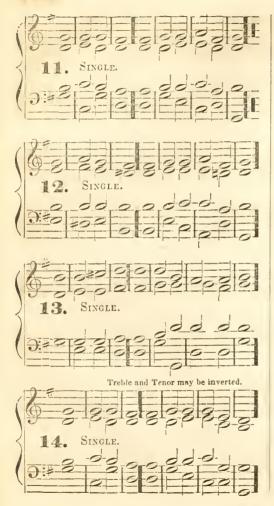
p { Repeat the first strain for the next line. O Lord God, Lamb of God, Son of the Father, that takest away the | sins..of the | world, \$

- p Have | merey | upon | us.
- 4. mp Thou that takest away the | sins..of the | world, p Have | merey | upon | us.
- 5. mp Thou that takest away the | sins..of the | world, pp Re- | ceive | our— | prayer.
- 6. mp Thou that sittest at the right hand of | God the | Father, p Have | merey | upon | us.
- 7. f { Chant No. 7, second ending. For thou | only art | holy,

 Thou | only | art the | Lord.
- 8. f Thou only, O Christ, with the | Holy | Ghost,
 Art most high in the glory of | God the | Fa- | ther.

^{*} This doxology is sometimes called the "Angelic Hymn," because it begins with the song of the angels at Bethlehem. The latter portion of it is ascribed to Telesphorus, about A. D. 139. "In the Eastern Church," says Palmer, "this hymn is more than 1500 years old, and the Church of England has used it for about 1200 years.





Te Deum Laudamus.*

Chant No. 11.

 We praise thee, O God, we aeknowledge thee to | be the | Lord;

All the earth doth worship thee, the | Father | ev-er- | lasting.

2. To thee all angels ery aloud, the heavens and all the | powers there- | in.

To thee cherubim, and seraphim, eon- | tinual- | ly do | ery. Chant No. 12.

3. Holy, holy, holy Lord God of | Sab-a- | oth;
Heaven and earth are full of the majesty | of
thy | glo- | ry.
Chant No. 13.

4. The glorious company of the Apostles | praise—

Repeat the same strain for this line.

The goodly fellowship of the prophets | praise—thee.

Repeat the same strain again for this line.
The noble army of martyrs | praise - | thee,

The holy ehureh throughout all the | world ... doth ae- | knowledge | thee.

Chant No. 11.

5. The Father, of an infinite majesty, thine adorable, true, and | only | Son.

Al-so, the | Holy | Ghost, the | Comforter.

6. Thou art the King of glory | O— | Christ,
Thou art the everlasting | Son · · of the |
Fa— | ther.

* This celebrated hymn is said to have been written by St. Ambrose, on occasion of the baptism of St. Augustine. By others, it is ascribed to St. Nicetius, Bishop of Triers, who flow ished about A. D. 535, nearly one hundred years after the death of St. Ambrose

"Whoever was the author of the Te Deum, its excellence," says Wheatley, "is surpassed by no human composition. Indeed, the composition alone is human the materials are of divine original."

Chant No. 12.

7. When thou tookest upon thee to deliver man, thou didst humble thyself to be | born ·· of a | virgin.

When thou hadst overcome the sharpness of death, thou didst open the kingdom of |

heaven to | all be- | lievers.

Chant No. 13.

8. Thou sittest at the right hand of God, in the | glory ·· of the | Father,

We believe that thou shalt | eome to | be our |

judge.

Chant No. 11.

9. We therefore pray thee, help thy servants, whom thou hast redeemed with thy | precious|blood, Make them to be numbered with thy saints, in | glory | ever- | lasting.

Chant No. 12.

 O Lord, save thy people, and | bless thine | heritage, Govern them and | lift them | up for- | ever.

Chant No. 13.

11. Day by day we | magni-fy | thee:

And we worship thy | name ·· ever | world ··

without | end.

Chant No. 12.

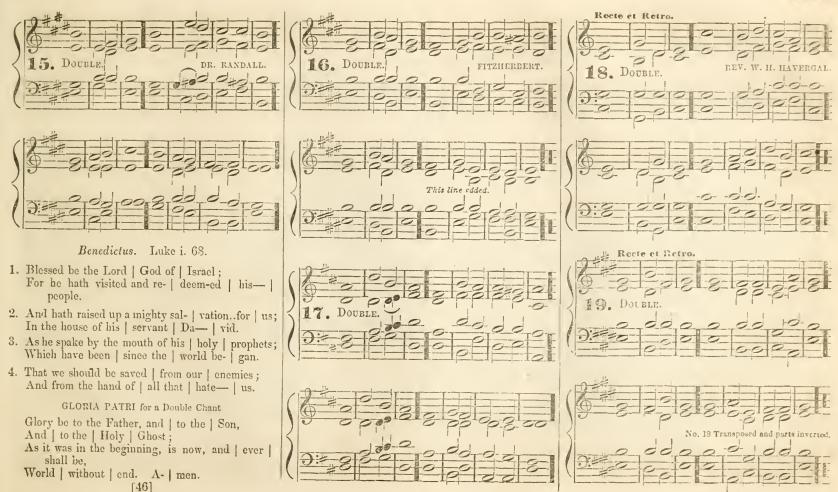
12. Vouchsafe, O Lord, to keep us this day | without | sin,

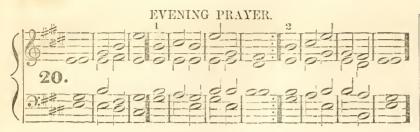
O Lord, have mercy upon us, have | mercy | upon | us.

Chant No. 14.

13. O Lord, let thy merey be upon us, as our | trust ·· is in | thee,

O Lord, in thee have I trusted, let me | never | be con- | founded





EVENING PRAYER.

Cantate Domino. Ps. 98.

1. O sing unto the Lord | a new | song. For | he hath ·· done | marvel-lous | things.

2. With his own right hand, and with his | holy | arm; Hath he | gotten .. him- | self the | victory.

3. The Lord declared | his sal- | vation;

His righteousness hath he openly showed | in the | sight .. of the | heathen.

4. He hath remembered his merey and truth toward the | house of | Israel; And all the ends of the world have seen the sal- | va-tion | of our | God.

5. Show yourselves joyful unto the Lord, | all ye | lands; Sing, re- | joice, and | give— | thanks.

6. Praise the Lord up- | on the | harp; Sing to the harp with a | psalm of | thanks— | giving;

7. With trumpets | also ·· and | shawms;
O show yourselves joyful be- | fore the | Lord the | King.

8. Let the sea make a noise, and all that | there-in | is; The round world, and | they that | dwell there- | in.

9. Let the floods clap their hands, and let the hills be joyful together before the | Lord:
For he | cometh ·· to | judge the | carth.

10. With righteousness shall he | judge the | world :

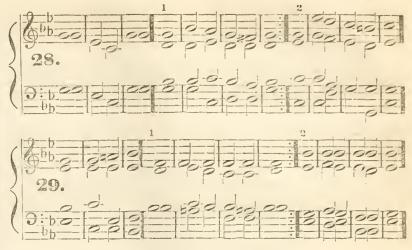
And the | people | with— | equity.



Bonum Est Confiteri. Ps. 92.

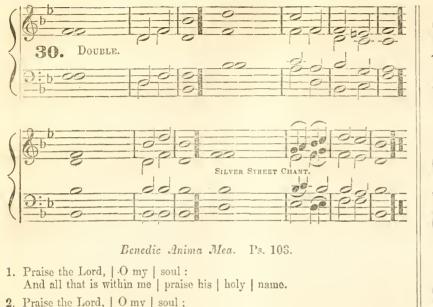
- It is a good thing to give thanks un- | to the | Lord;
 And to sing praises unto thy name | O- | Most- | Highest.
- 2. To tell of thy loving kindness early | in the | morning:
 And of thy truth | in the | night | season.
- 3. Upon an instrument of ten strings, and up- | on the | lute; Upon a loud instrument, | and up- | on the | harp.
- 4. For thou, Lord, hast made me glad | through thy | works:

 And I will rejoice in giving praise for the oper- | a-tions | of thy | hands



Deus Misercatur. Ps. 67.

- God be mereiful unto | us, and | bless us:
 And show us the light of his countenance, and be | merei-ful | unto | us.
- 2. That thy way may be | known up-on | earth:
 Thy saving | health a- | mong all | nations.
- 3. Let the people praise thee, | O— | God: Yea, let | all the | people | praise thee.
- 4. O let the nations rejoice | and be | glad:
 For thou shalt judge the folk righteously, and govern the | nations | upon |
 earth.
- 5. Let the people praise thee, | O | God: Yea, let | all the | people | praise thee.
- 6. Then shall the earth bring | forth her | increase:
 And God, even our own | God shall | give us .. his | blessing.
- 7. God shall | bless— | us:
 And all the ends of the | world shall | fear— | him. GLORIA PATRI.



- 2. Praise the Lord, | O my | soul; And forget not | all his | ben-e- | fits.
- 3. Who forgiveth | all thy | sin;
 And healeth all | thine in- | firmi- | ties.
- 4. And saveth thy life | from des- | truction, And erowneth thee with | merey..and | loving- | kindness.
- 5. O praise the Lord, ye angels of his, ye that ex- | eel in | strength: Ye that fulfil his commandment, and hearken unto the | voice of | his—|word.
- 6. O praise the Lord, all | ye his | hosts; Ye servants of | his that | do his | pleasure.
- 7. O speak good of the Lord, all ye works of his, in all places of | his do- | minion; Praise thou the Lord, | O— | my— | soul



SCRIPTURAL SELECTIONS FOR CHANTING.

Selection 1. Ps. 19.

1. The heavens declare the glory of God; and the firmament showeth his | handy- | work;

Day unto day uttereth speech, and | night ·· unto | night ·· showeth | knowl-

edge.

- 2. There is no speech nor language where their voice | is not | heard; Their line is gone out through all the earth, and their | words ·· to the | end of ·· the | world.
- 3. In them hath he set a tabernacle | for the | sun,
 Which is as a bridegroom coming out of his chamber, and rejoiceth as a
 strong | man to | run a | race.
- 4. His going forth is from the end of the heaven, and his circuit unto the ends of | it.

 And there is nothing | hid ·· from the | heat there- | of.
- 5. The law of the Lord is perfect, con- | verting the soul;
 The testimony of the Lord is | sure, making | wise the | simple.
- 6. The statutes of the Lord are right, re- | joicing · the | eyes.

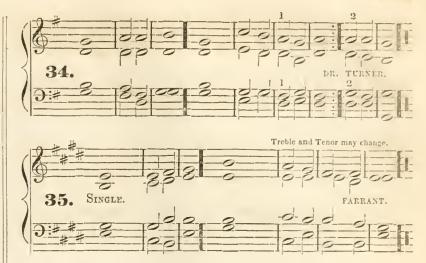
 The commandment of the Lord is | pure, en- | lightening · the | eyes.
- 7. The fear of the Lord is clean, en- | during ·· for- | ever;
 The judgments of the Lord are true, and | righteous | alto- | gether.
- 8. More to be desired are they than gold, yea, than | much fine | gold, Sweeter also than honey, | and the | honey- | comb.
- 9. Moreover by them is thy servant warned, and in keeping of them there is | great re- | ward; Who can understand his errors? eleanse thou | me from | secret | faults.
- 10. Keep back thy servant also from presumptuous sins; let them not have do- | minion | over me:

 Then shall I be upright, and I shall be innocent | from the | great trans-

gression.

11. Let the words of my mouth, and the meditation | of my | heart,

Be acceptable in thy sight, O Lord, my | strength, and | my Re-|deemer.



Selection 2. Ps. 121.

- 1. I will lift up mine eyes unto the hills, from whence | cometh ·· my | help.

 My help cometh from the Lord, | who made | heaven and | earth.
- He will not suffer thy foot to be moved, he that keepeth thee | will not | slumber.
 Behold, he that keepeth Israel, | shall not | slumber nor | sleep.
- 3. The Lord is thy keeper, the Lord is thy shade upon thy | right— | hand.

 The sun shall not smite thee by day, | nor the | moon by | night.
- 4. The Lord shall preserve thee from all evil; he shall pre- | serve thy | soul. The Lord shall preserve thy going out, and thy coming in; from this time forth, and | even ·· for- | ev-er- | more.



Selection 2. Ps. 23.

- The Lord is my shepherd, I | shall not | want: The Lord is my shepherd, I | shall— | not— | want.
- 2. He maketh me to lie down in | green— | pastures: He leadeth me be- | side the | still— | waters.
- 3. He restoreth | my— | soul:
 He leadeth me in the paths of righteouness | for his | name's— | sake.
- 4. Yea, though I walk through the valley of the shadow of death, I will | fear no | evil :
 For thou art with me, thy rod and thy | staff they | comfort | me.
- 5. Thou preparest a table before me in the presence of | my— | enemies:
 Thou anointest my head with oil; my | cup— | runneth | over
- 6. Surely goodness and mercy shall follow me all the days of | my | life: And I will dwell in the | house of the | Lord for | ever.



Selection 4. Ps. 15.

- Preserve me, | O- | God, For in thee | do I | put my | trust;
- O my soul, thou hast said unto the Lord, thou | art my | Lord; My goodness ex- | tendeth | not to | thee.
- 3. But to the saints that are | in the | earth.

 And to the excellent, in whom is | all | my de- | light;
- 4. Their sorrows shall be multiplied that hasten after an- | other | God:
 Their drink-offerings of blood will I not offer, nor take their | names in | to my | lips.
- 5. The Lord is the portion of my inheritance, and | of my | cup,
 Thou main- | tainest | my- | lot;
- The lines are fallen unto me in | pleasant | places;
 Yea, I | have a | goodly | heritage.
- I will bless the Lord, who hath | given..me | counsel;
 My reins also instruct me | in the | night— | season:
- I have set the Lord | always..be- | fore me, Because he is at my right hand | I shall | not be | moved.
- Therefore my heart is glad, and my | glory..re- | joiceth; My flesh also shall | rest— | in— | hope.
- 10. For thou wilt not leave my | soul in | hell; Neither wilt thou suffer thine Holy | One to | see cor | ruption.
- 11. Thou wilt show me the | path of | life, In thy presence is | full— | ness of | joy;
- 12.At | thy right | hand There are | pleasures..for- | ever- | more.

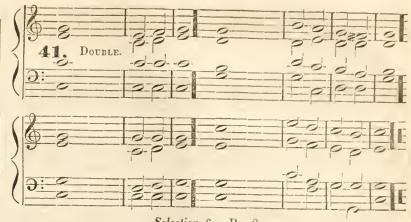
Double Counterpoint.

39. Single.

Selection 5. Ps. 125.

- 1. They that trust in the Lord shall be as | Mount— | Zion; Which cannot be removed, but a- | bi— | deth for- | ever.
- 2. As the mountains are round about Je- | ru-sa- | lem, So the Lord is round about his people from | henceforth | even..for- | ever.
- 3. For the rod of the wicked, shall not rest upon the | lot..of the | righteous; Lest the righteous put forth their | hands un- | to in- | iquity.
- 4. Do good, O Lord, unto | those that..are | good, And to them that are | upright | in their | hearts.
- 5. As for such as turn aside unto their | erooked | ways, The Lord shall lead them forth with the | workers | of in- | iquity.
- 6. But peace shall be upon | Is-ra- | el, Peace shall be upon | Is- | -ra | el.





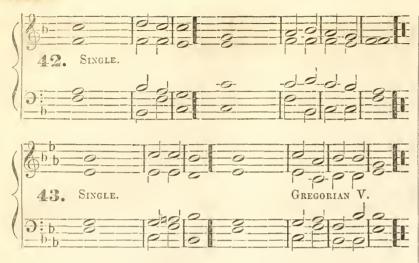
Selection 6. Ps. 8.

1. O Lord our Lord, how excellent is thy name in | all the | earth! Who hast set thy | glory..a- | bove the | heavens.

2. Out of the mouth of babes and sucklings hast thou ordained strength be- cause of thine | enemies;

That thou mightest still the | ene-my | and..the a- | venger.

- 3. When I consider the heavens, the | work of thy | fingers; The moon and the stars which | thou hast | or | dain-ed:
- 4. What is man, that thou art | mindful..of | him, And the son of man, that | thou— | visit-est | him?
- 5. For thou hast made him a little lower | than the | angels, And hast erowned him with | glo- | ry and | honor.
- 6. Thou madest him to have dominion over the works of | thy— | hands. Thou hast put | all things | under..his | feet.
- 7. All sheep and oxen, yea, and the beasts | of the | field:
 The fowl of the air, and the fish of the sea, and whatsoever passeth through
 the | paths— | of the | sea.
- 8. O Lord | our— | Lord, How excellent is thy | name in | all the | earth-

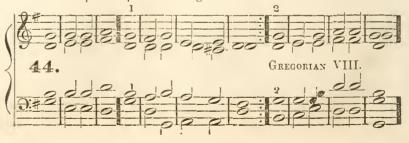


Selection 7. Luke 1, 68-75.

- Blessed be the Lord God of Israel, for he hath visited and re- | deem-ed his | people.
- 2. And hath raised up an horn of salvation for us, in the house of his | servant | Da— | vid.
- 3. As he spake by the mouth of his holy prophets, which have been since the | world be- | gan.
- 4. That we should be saved from our enemies, and from the hand of | all that | hate— | us.
- 5. To perform the merey promised to our fathers, and to remember his holy | cov-e | nant.
- 6. The oath which he sware to our | father | A-bra- | ham.
- 7. That he would grant unto us, that we being delivered out of the hand of our en-e- | mies;
- 8. Might serve him without fear, in holiness and righteousness before him, all the | days of | our— | life.

Selection 8. Ps. 46.

- 1. God is our | refuge ·· and | strength, A very | present | help in | trouble.
- 2. Therefore we will not fear, though the | earth ·· be re- | mov-ed, And though the mountains be earried into the | midst of | the— | sea.
- 3. Though the waters thereof roar, | and be | troubled, Though the mountains shake with the | swelling | there— | of.
- 4. There is a river, the streams whereof shall make glad the | eity ·· of | God; The holy place of the tabernacle | of the | Most— | High.
- 5. God is in the midst of her, she shall | not be | mov-ed, God shall help her and | that— | right— | early.
- 6. The heathen rag-ed, the | kingdoms ·· were | mov-ed, He uttered his | voice, the | earth— | melted.
- 7. The Lord of | Hosts is | with us;
 The God of | Jacob | is our | refuge.
- 8. Come, behold the | works ·· of the | Lord, What desolations he hath | made— | in the | earth.
- 9. He maketh wars to eease unto the earth; He breaketh the bow, and eutteth the spear in sunder; he burneth the ehariot in the fire.
- 10. Be still, and know that | I am | God;
 I will be exalted among the heathen, and I will be ex- | alted | in the earth.
- 11. The Lord of | hosts is | with us; The God of | Jacob | is our | refuge.





- Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the | way of | sinners;
 Nor sitteth in the | seat— | of the | seornful.
- 2. But his delight is in the law | of the | Lord, And in his law doth he | medi-tate | day and | night

3. And he shall be like a tree planted by the | rivers ·· of | water, That bringeth forth his | fruit— | in his | season.

4. His leaf also | shall not | wither,
And whatso- | ev-er ·· he | doeth ·· shall | prosper.

5. The ungodly | are not | so, But are like the chaff which the wind | dri- | veth a- | way.

6. Therefore the ungodly shall not stand | in the | judgment, Nor sinners in the congre- | ga-tion | of the | rightcous.

7. For the Lord knoweth the way | of the | righteous, But the way of the un- | godly | shall— | perish.

Selection 10. Ps. 5.

1. Give ear to my | words, O | Lord; Con- | sider ·· my | med-i- | tation.

2. Hearken unto the voice of my cry, my King, | and my | God; For unto | thee will | I -- | pray.

3. My voice shalt thou hear in the morning | O - | Lord;
In the morning will I direct my prayer unto | thee, and | will look | up.

4. For thou art not a God that hath pleasure in | wick-ed- | ness. Neither shall | e-vil | dwell with | thee.

5. The foolish shall not stand | in thy | sight, Thou hatest all | workers | of in- | iquity.

6. Thou shalt destroy them | that speak | falsehood;
The Lord will abhor the bloody | and de- | ceit-ful | man.

7. But as for me, I will come into thy house in the multitude | of thy | mercy; And in thy fear will I worship | toward .. thy | ho-ly | temple.

S. Lead me, O Lord, in thy righteousness, because | of mine | enemies;
Make thy way | straight be- | fore my | face.

9. Let all them that put their trust in thee rejoice, let them ever shout for joy, because | thou de- | fendest them;

Let them also that love thy name be | joyful | in -- | thee.

10. For thou, Lord, wilt | bless the | righteous:

With favor wilt thou compass | him as | with a | hield.

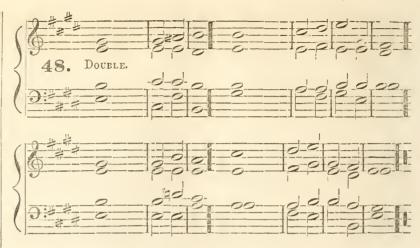


Selection 11. Ps. 95.

- O come, let us sing un- | to the | Lord, Let us make a joyful noise to the | Rock of | our sal- | vation.
- 2. Let us come before his presence | with thanks- | giving; And make a joyful | noise unto | him with | psalms.
- 3. For the Lord is a | great-- | God; And a great | King a- | bove all | gods.
- 4. In his hand are the deep places | of the | earth; And the strength of the | hills is | his— | also.
- 5. The sea is his | and he | made it;
 And his hands | formed | the dry | land.
- 6. O come let us worship | and bow | down;
 And kneel be- | fore the | Lord our | Maker.

 § Repeat the latter strain of the Chant for this verse.
- 7. For he is | our | | God.

 And we are the people of his pasture, and the | sheep of | his | hand.
- 8. To day if ye will hear his voice, harden | not your | heart;
 As in the day of temptation | in the | wild-der- | ness.
- 9. When your fathers | tempted | me : Proved | me and | saw my | work.
- 10. Forty years long was I grieved with this gener- | ation, and | said, lt is a people who do err in their heart, and they have | not known | my-|ways.
- 11. Unto whom I sware | in my | wrath,
 They should not enter | into | my | rest.



Selection 12. Ps. 116, 1—8.

- 1. I | love the | Lord,
 - Because he hath heard my voice, | and my | suppli- | cations.
- 2. Because he hath inclined his ear | unto | me,
 Therefore will I call upon him as | long as | I | live.
- 3. The sorrows of death encompassed me, and the pains of hell gat | hold upon me:
 - I found | trouble | and | sorrow.
- 4. Then called I upon the name | of the | Lord, O Lord I beseech thee de- | liv-er | my— | soul.
- 5. Gracious is the | Lord, and | righteous, Yea, our | God is | merci- | ful.
- 6. The Lord pre- | serveth ·· the | simple, I was brought low, and | he— | help-ed | me
- 7. Return unto thy rest, | O my | soul; For the Lord hath dealt | boun-ti- | fully | with thee,
- 8. For thou hast delivered my | soul from | death;
 Mine eyes from tears, | and my | feet from | falling.



Selection 13. Ps. 67.

- 1. God be merciful unto | us, and | bless us:
 And cause his | face to | shine up- | on us.
- 2. That thy way may be | known up..on | earth.
 Thy saving | health a- | mong all | nation.
- 3. Let the people praise thee, | O— | God: Let | all the | people | praise thee.
- 4. O let the nations be glad, and | sing for | joy: on the | earth.

 For thou shalt judge the people righteously, and govern the | na..tions up- |
- 5. Let the people praise thee, | O | God: Let | all the | people | praise thee.
- 6. Then shall the earth | yield her | increase,
 And God, even our | own..God will | bless— | us.
- 7. God shall | bless— | us:
 And all the ends of the | earth shall | fear— | him.



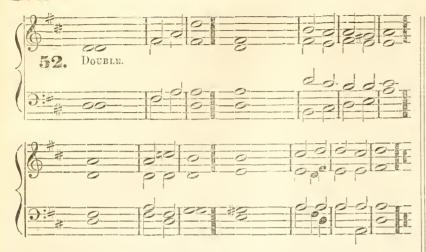
Selection 14.

- 1. Our days on earth are as a shadow, and there is | none a- | biding; We are but of yesterday, there is but a | step be, tween | us and | death.
- 2. Man's days are as grass; as a flower of the field | so be | flourisheth; He appeareth for a little time, and then | vanish- | eth a- | way.
- 3. Watch, for ye know not what hour your | Lord doth | come;
 Be ye also ready, for in such an hour as ye think not the | Son of | man-|
 cometh.
- It is the Lord; let him do what | seemeth him | good:
 The Lord gave, and the Lord hath taken away, and blessed be the | name of | the— | Lord.



Selection 15. Rev. 14: 13.

- Blessed are the dead, who die in the | Lord from | henceforth:
 Yea, saith the Spirit, that they may rest from their labors, and their | works do | follow | them.
 Rev. 20: 6.
- 2. Blessed and holy is he that hath part in the first resurrection: on such the second death | hath no | power.
 - But they shall be priests of God, and of Christ, and shall reign with | him a | thousand | years.
- 3. Unto him that loved us, and washed us from our sins in his own blood, and hath made us kings and priests to | God. and his | Father:
- To him be glory and do- | minion...for- | ever..and | ever.
- 4. Blessed are the dead, who die in the | Lord from | henceforth:
 Yea, saith the Spirit, that they may rest from their labors, and their works
 do | follow | them-



Selection 16. Ps. 24.

- The earth is the Lord's, and the | fulness..there- | of;
 The world, and | they that | dwell there- | in.
- 2. For he hath founded it up- | on the | seas; And established | it up- | on the | floods,
- 3. Who shall ascend unto the hill | of the | Lord; And who shall | stand.in his | holy | place?
- 4. He that hath clean hands, and a | pure | | heart; Who hath not lifted up his soul unto vanity, nor | sworn de- | ceitful- | ly.
- 5. He shall receive the blessing | from the | Lord;
 And righteousness from the | God of | his sal- | vation.
- 6. This is the generation of | them that | seek him; That seek thy | face, O | Ja — | cob.
- 7. Lift up your heads, O ye gates, and be ye lifted up, ye ever- | lasting doors;

 And the king of | glory | shall come | in.

- 8. Who is this | King of | glory?
 The Lord, strong and mighty, the Lord, | migh — | ty in | battle.
- 9. Lift up your heads, O ye gates, even lift them up, ye ever- | lasting | doors; And the King of | glory | shall come | in.
- 10. Who is this | King of | glory?

 The Lord of hosts, | he..is the | King of | glory.



Selection 17. Ps. 98.

1. O sing unto the Lord | a new | song: For he hath done | mar-vel- | lous- | things.

2. His right hand, and his | holy | arm, Hath | gotten | him the | victory.

The Lord hath made known | his sal- | vation :
 His righteousness hath he openly showed | in the | sight of ·· the | heathen.

4. He hath remembered his merey and truth toward the | house of | Israel: And all the ends of the earth have seen the sal- | vation | of our | God.

5. Make a joyful noise unto the Lord, | all the | earth; Make a loud noise, and re- | joice, and | sing- | praise.

6. Sing unto the Lord | with the | harp:
With the harp, and the | voice— | of a | psalm.

 With trumpets, and | sound of | cornet, Make a joyful noise be- | fore the | Lord the | King.

8. Let the sea roar, and the | fulness · there- | of:
The world, and | they that | dwell there- | in.

9. Let the floods | elap their | hands: Let the hills be joyful to- | gether ·· be- | fore the | Lord.

10. For he cometh to | judge the | earth:

With rightcousness shall he judge the world, and the | people | with—
equity.



Selection 18. Ps. 125.

They that trust in the Lord shall | be as ·· Mount | Zion;
 Which cannot be removed, but a- | bi- — | 'deth for- | ever.

2. As the mountains are round a- | bout Je- | rusalem;
So the Lord is round about his people, from | henceforth | even - for- | ever.

3. For the rod of the wicked shall not rest upon the | lot... of the | righteous; Let the righteous put forth their | hands un- | to in- | iquity.

4. Do good, O Lord, unto those that | are | good; And to them that are | upright | in their | hearts.

5. As for such as turn aside unto their crooked ways, the Lord shall lead them forth with the workers | of in- | iquity.
But peace shall be upon Israel: | peace shall | be up ·· on | Israel.









All thy works a - - round thee stood, And thine eye be-held them good, While they sang with sweet ac - eord, Ho - ly, ho - ly, ho - ly Lord. Lightly by the.....world es - teem'd, From that world by thee re - deemed, Sing we here with...glad ae - eord, Ho - ly, ho - ly Lord. There shall saints and ser - a - phim, Harps and voices, swell one hymn, Blending in sub - lime ae - eord, Ho - ly, ho - ly Lord.



Selection 27.

HUMBLE DEVOTION.

From the recesses of a lowly spirit,
 My humble prayer ascends, O | Father. | hear it!
 Borne on the trembling wings of fear and | meekness: ·· For- | give its |
 weakness.

I know, I feel how mean, and how unworthy
 The lowly sacrifice I | pour be- | fore thee:
 What can I offer thee, O thou most | holy! "But | sin and | folly.

3. Lord, in thy sight, who every bosom viewest,

Cold in our warmest vows, and | vain our | truest;

Thoughts of a hurrying hour, our lips re- | peat them, ... Our | hearts forget them.

4. We see thy hand, it leads us, it supports us:

We hear thy voice, it | counsels ·· and it | courts us;

And then we turn away! and still thy | kindness ·· For- | gives our |

blindness!

5. Who can resist thy gentle call, appealing
To ev'ry gen'rous thought and | grateful | feeling!
Oh! who can hear the accents of thy | mercy · And | never | love thee.

6. Kind Benefactor! plant within this bosom
The | seeds of | holiness, || and let them blossom
In fragrance, and in beauty bright and | vernal, ... And | spring e- | ternal.

7. Then place them in those everlasting gardens,
Where angels walk, and | scraphs ·· are the | wardens;
Where every flower, brought safe through death's dark | portal ·· Be-|comes im-| mortal.

Bowring.

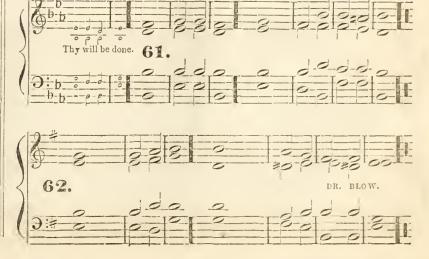


Selection 28.

"THY WILL BE DONE."

- 1. "Thy will be | done!" || In devious way
 The hurrying stream of | life may | run; ||
 Yet still our grateful hearts shall say,
 "Thy— | will be | done."
- "Thy will be | done!" || If o'er us shine A gladd'ning and a | prosp'rous | sun, || This prayer will make it more divine,
 "Thy— | will be | done."
- 3. "Thy will be done!" | Though shrouded o'er
 Our | path with | gloom, || one comfort, one
 Is ours: to breathe, while we adore,
 "Thy— | will be | done."

Bowring.





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